



KINDCENTRUM
Fellenoord



Schoolguide

2025 - 2026

Inhoudsopgave

Foreword	3
1. Our school	4
Our mission	4
Our Vision	4
Our Core Values	5
Education at Primary School Fellenoord	6
Methods 7	
2. General Information	8
Name	8
Our Students	8
New Kindergarteners	8
Enrollment of children older than 4 years	8
Business Information	9
3. Safety at School	10
In general	10
How do we keep an eye on safety?	10
Safety Plan	11
Illness, Medication, and Allergies	11
4. Our Education	12
Citizenship	12
School Hours	12
Early Childhood and Preschool Education (VVE)	13
Out-of-School Care	13
After-School Program	13
Late Arrival	14
Chronic Absenteeism	14
Reporting Absences	14
Weekly Schedule	15
Physical Education	15
IT	15
Digital Literacy	15
Broad Development	15
5. Results of Our Education	16
Student Monitoring System (IEP)	16
Transition to Secondary Education (VO) /	17
School Advice	17
Educational Report (OKR)	17
School Leavers / Exit Data	17
Dutch Inspection of Education	18
Doorstroom of doubleure	18
Student support and observation	19
Support Levels at Kindcentrum Fellenoord	20
Developmental Perspective (OPP)	20
Assessment	20
Dyslexia	21
Care Advisory Team (ZAT)	21
WIJ Eindhoven	22
Pedagogical Support by Lumens	22
Care Coordinator (Aandachtsfunctionaris)	22
Bridge Officer (Brugfunctionaris)	22
Team	23
Education students	24
6. Our Parents	25
Vision on the Relationship Between	25
School and Parents	25
Activities Committee	25
Participation Council (MR)	25
MR Members	25
Common Participation Council (GMR)	25
Policy Regarding Parents' Right to Information	26
Privacy Statement (AVG)	26
Parental Contribution	26
Conversation	26
Complaints Procedure	26
Complaints about Unwanted Behavior	27
Contact Details Internal	27
Confidentiality Counselors	27
External Confidentiality Counselors SKPO	27
Mandatory Reporting of Sexual Violence	27
Confidentiality Inspector	27
National Education Complaints	27
Committee (LKC)	27
Parro App	27
School Calendar	27
Monthly Newsletter	27
Letters and Invitations	28
Internet and Email	28
Financial Support for Parents	28
Together for All Children	30
Oral Care	30
7. SKPO Board, Organization, Schools	31
SKPO's Course	31
How we work at SKPO	32
Inclusive education (Passend onderwijs)	33
8. Other information and practical matters	34
Library membership	34
Bicycles	34
Lost and found	34
Mobile phones, smartwatches, and other devices	34
Head lice	34
Student council	34
Birthdays and Treats	34
Substitute Teachers	35
Transport by Car/Bus	35
Holiday Schedule / Study Days	35
Toilet Training	36
Personal Data	36
Sexual Education	36
Adresses	36
GGD	37

Foreword

Together Towards A Promising Future!

Kindcentrum Fellenoord (Child Center Fellenoord) is a comprehensive center where all facilities for children aged 0 to 13 are gathered under one roof. The primary school, preschool, daycare, after-school care, and external partners all work closely together here. This allows us to offer a continuous curriculum for all children from 0 to 13 years old.

In this 2025-2026 school guide, you will find all important information about our school: from our educational vision and how we put this into practice every day, to the learning achievements and the well-being of our children — because enjoying school is our top priority at Fellenoord Primary School!

If you have any questions after reading our school guide, you are always welcome to contact your child's teacher or the school management.

Team Child Center Fellenoord



Our School



Primary School Fellenoord is part of Child Center Fellenoord. A child center is a facility where all provisions for children aged 0 to 13 are brought together under one roof. Primary school, preschool, daycare, and after-school care collaborate here. The core partners, Primary School Fellenoord and Korein Kinderplein, have jointly developed an educational framework with the goal of maintaining and, where necessary, improving cooperation. We also work together on Early Childhood Education (Voor- en Vroegschoolse educatie: VVE).

Our mission:

Together towards a promising future!

Our children come to our Child Center with enthusiasm and feel proud and responsible for their own development, as well as for each other's growth and happiness. Every child can grow optimally into an independent global citizen. We strive for opportunity-rich education with a solid foundation of knowledge, skills, and personal development. In addition to the core curriculum, we offer a continuous curriculum in Global Citizenship and cultural education. Activities take place at school during regular lessons, in after-school programs, and at the childcare center. All of this happens in a pleasant play-and-learn environment where well-being and engagement are central.

Our Vision

Child Center Fellenoord is a welcoming place where children aged 0 to 13 enjoy going everyday. We believe it is important that every child feels welcome, safe, and seen. Learning together is central to us. Children learn not only within their own class but also **together** with other classrooms. We celebrate special moments, learn from and with each other, and actively involve parents and the community in everything we do.

Our children learn with curiosity and joy. They discover the world and themselves. We offer education that lays a solid foundation of **knowledge** and skills, with great attention to who the children are and what they need to grow.

Respect is very important to us: respect for yourself, for others, and for the world around you. In a positive atmosphere, we work on building self-confidence, collaboration, and responsibility. And perhaps most importantly: we learn with **joy**. Through laughing, moving, celebrating, and being together, children become motivated and can develop to their fullest potential.

Together, we ensure that every child grows — as a student and as a person.



KINDCENTRUM Fellenoord

Our Core Values

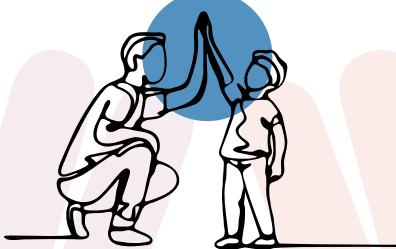
Together

At Child Center Fellenoord, we believe in the power of connection. Learning, discovering, celebrating, and developing together — we do this with each other, from each other, and for each other. We work across classrooms, thematically, and in close collaboration with parents and the community. Everyone belongs and contributes to a warm, welcoming neighborhood school.



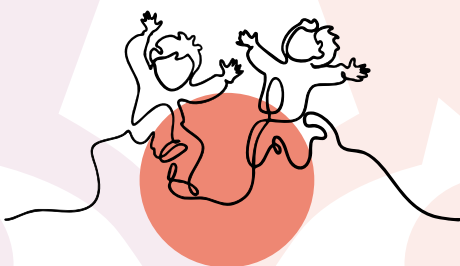
Knowledge

We stimulate children's curiosity and encourage them to keep learning. Our education provides a solid foundation, with room for critical thinking, world orientation, and personal growth. Children learn not only what they know but also who they are.



Respect

We create a safe and positive atmosphere where every child can be themselves. We teach children to look at themselves, others, and their environment with respect. Self-respect and interest in others go hand in hand with responsibility and involvement.



Joy

Learning should be fun! That's why we foster a positive and energetic atmosphere. We learn through movement and celebrate successes. Joy makes learning meaningful and lasting.



Education at Primary School Fellenoord

The goal of our education is to enable children to develop as well as possible over eight years and to acquire as much knowledge and as many skills as possible, related to each child's individual abilities.

Preferably, education is provided within a curriculum-year class system, but this may vary depending on the number of students. When dividing the groups, the educational needs of the children take priority.

At our school, we work with the Explicit Direct Instruction (E.D.I.) model, so differentiated teaching can be provided in all classes and the teacher can effectively meet the different levels within the classroom. Providing clear instruction, modeling, repetition, managing differences, and using various teaching methods are important for our children. We believe in "lifelong learning."

The pedagogical and didactic approach of the teacher is important for the development of our children. Social-emotional development has a clear place within our program, and the Golden and Silver Weeks play an important role in this. We believe that children should go to school with joy and treat each other with respect. We want to provide them with a pleasant, safe environment in which they can develop optimally. Feeling happy influences your health and development.

Groups 1-2

At Child Center Fellenoord, we refer to Group 1 and 2 as one kindergarten group (kleutergroep), consisting of the youngest and oldest kindergarten children. Over a period of 2 to 3 years, a child is allowed to develop in every area at their own level and pace. The time children spend in Group 1 and 2 can therefore vary greatly. It is also possible that it is better for your child's development to spend an additional year in kindergarten. The progress in development is important, not the calendar age. During the school year, it is reviewed which of the oldest kindergarten children meet the criteria in all developmental areas to move on to Group 3. This is discussed with parents well in advance, and any advice for extending kindergarten is clearly explained.

We work from the foundation of developmental education on the principles of Basic Development (Basisontwikkeling). The educational curriculum in the kindergarten groups is woven into themes. We make each theme as meaningful as possible by choosing topics that the students recognize from their own experiences.



Three values are central to Basic Development:

Engagement: To be curious, to discover and try new things, to have input, to think about new ideas and to lose yourself in what you are doing.

Purpose: (of the teacher): fantasy play, constructive play, conversation and circle time, math and reading/writing activities, and to differentiate different levels in each class.

Meaning: (for the child): close to their world of experience, imitating the real world, acting with purpose, role play. The curriculum in the kindergarten groups is woven into themes.

Themes are prepared together with the preschool and the Korein childcare (key partner). We make each theme as meaningful as possible by choosing topics that the children recognize from their own experiences. In the development of the themes, attention is given to various core activities and their specific learning objectives: play, reading, writing, math, vocabulary, and conversation activities, as well as activities focused on constructive and visual arts. Children play with diverse resources and materials, with play materials from the real world being essential. If needed, children create their own play materials to use during their play. Children think for themselves about which materials they need to complete a task or activity. Through a combination of playful activities around the theme, children of this age are stimulated and guided in their development.

When your child starts at our school, we assume your child is toilet trained. If your child is not yet toilet trained (whether due to medical reasons or not), we ask you to discuss this with the teacher before your child starts school. In extreme cases, we will only admit your child once they are toilet trained. Your child should always bring extra clean clothes in their bag for any accidents.

Groups 3 to 8

Based on our vision, we teach in homogeneous groups, but due to the number of students, heterogeneous groups may sometimes be formed. In Groups 3 through 8, we use curriculums for the subjects of language, math, reading, and World Orientation. From Group 3 onward, children receive joint instruction in the same material. We use a weekly schedule and a daily plan for the different subjects. The daily plan is clearly posted where all children can see it. Starting from Group 3, we use iPads or laptops for some subjects. We work in a hybrid manner, meaning students complete the core material on paper first and then work on their individual tasks at their own level. This may involve repeating material or going deeper into the subject.

During explanations or instruction, children are involved as much as possible and, where appropriate, encouraged to contribute their own ideas or solutions. In this way, children learn not only from the teacher but also from each other. Through observation, checking completed assignments, group discussions, and assessments, the teacher monitors the children's progress and adjusts instruction accordingly.

Methods

From Group 3 onward, teachers use methods, manuals, and student books to work in a structured way. These methods incorporate the latest insights in didactics and provide teachers with support during instruction. Methods also ensure a continuous learning pathway throughout the school years and help students achieve the prescribed core objectives.

Our children need extra support in language development. That is why the school has chosen a special method for vocabulary called Logo 3000, which is used with preschoolers and in Groups 1 through 6, in addition to the regular language curriculum (see further under the results of our education).

General Information



Name

Since August 1, 2017, Primary School Fellenoord has formed Child Center Fellenoord together with Korein Kinderplein Hemelrijken. With Korein, we offer a continuous curriculum.

Our Students

As of February 1, 2026, we will have 117 children at our school, which makes us a small school. The children attending our school mostly come from the neighborhoods Oud Woensel, Erp, and Begijnenbroek, but children from the Limbeek neighborhood also attend our Child Center. Child Center Fellenoord is located in the Oud Woensel neighborhood, right next to the center of Eindhoven. Eindhoven lies in the heart of the Brainport region. High-tech and design go hand in hand with advanced manufacturing and entrepreneurship. It is a rapidly developing region in which, as a Child Center, we play an important role in preparing our children for the future in this region.

If you are considering enrolling your child at our school, you can make an appointment for an introductory visit. During this meeting, we will talk with you about your child.

Additionally, we will provide information about the school, the education, and the daily routine. We prefer to schedule these appointments during school hours so that we can show you the school in operation.

Children can only be registered from the age of 3. At Primary School Fellenoord, we adhere to the age limit of 3 years because we want to organize education in the most opportunity-rich way possible. However, it is already possible to schedule a tour when the child is 2.5 years old; in that case the registration form will be provided to you later. We can accept new children throughout the entire school year. We want the introduction of the children to go as smoothly as possible and have made several agreements to ensure this.

New Kindergarteners

- Taking into account several factors (such as group size, balance between youngest and oldest kindergarteners, boys and girls, care for the children, etc.), the school places a new kindergartener in a kindergarten group.
- The teacher of the group in which the kindergartener is placed will contact the parents by phone in the month before to make further arrangements.
- The kindergartener can attend full days at school starting the day after their 4th birthday. Directly before this 4th birthday, the child may come for three half-days to get acquainted.

Enrollment of children older than 4 years

Children who are already 4 years or older and have attended another school can only register if there is space available in the relevant group.

Business Information

Board

Stichting Katholiek en protestants Onderwijs
Eindhoven e.o. SKPO
Vonderweg 12
5616 RM Eindhoven
Telefoon (040) 259 53 20
Secretariaat@skpo.nl
www.skpo.nl

Principal

Jolanda van den Dungen
Telefoon (040) 2432289
fellenoord@skpo.nl

Address Details

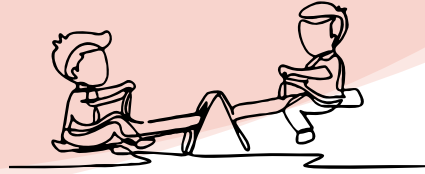
Basisschool Fellenoord
Hemelrijken 310
5612 WS Eindhoven
Telefoon (040) 2432289
Fellenoord@skpo.nl

<https://kindcentrumfellenoord.nl/>

<https://scholenopdekaart.nl/basisscholen/eindhoven/9160/fellenoord/>



Safety at School



Primary School Fellenoord aims to be a pleasant and safe school for all children, where everyone matters and can be themselves. When children feel safe and competent, they will perform at their best. Teachers invest in building good relationships with their students. Our fundamental belief is to act from trust, not from fear. Wherever people and children work together, mistakes can happen. Accidents can be prevented as much as possible but never completely. Children also need to be able to play, explore boundaries, and learn to trust themselves.

This naturally also applies to the staff, making safety our shared responsibility. Social safety is an important condition for children's learning and growth. Children must feel safe at school first and foremost and be able to be themselves. We have made agreements together to ensure that Fellenoord remains a pleasant and safe school for everyone.

In general

- We treat each other with respect. This means considering one another, being kind to each other, and enjoying being together.
- We keep the school and its surroundings safe and tidy.
- The school and parents share responsibility for the children. We communicate openly and respectfully with one another and collaborate based on mutual active involvement.
- Our school is a place where it is pleasant to work, and humor helps with perspective and relaxation.

A document called the "Code of Conduct" has been established by the school team as well as the Participation Council (MR). This document is discussed and updated annually. You can find this document on the website under the "Care" section.

To work on this structurally, we use the Bikkels method, which places a strong emphasis on the Golden and Silver Weeks. This method helps students from Groups 1 through 8 learn social skills such as making friends, handling conflicts, cooperating, helping each other, and developing citizenship skills.

How do we keep an eye on safety?

At our school, we have an anti-bullying protocol and a bullying coordinator. You can find this document on the website under the "Care" section. We closely monitor the safety situation at school and take action when necessary. We have two confidential counselors who are available for students, parents, and teachers.

Bullying is defined as a series of incidents in which a child is mentally or physically threatened or hurt by one or more children. In these situations, the bully exerts power over the bullied child, who feels unable to defend themselves.

To prevent bullying, we ensure there is high-quality supervision of relationships between children and how they interact with each other, both inside and outside the group. Teachers discuss incidents with the children and, through the Bikkels method, work to create a positive pedagogical climate in the group with clear rules.

Inspection says
during one visit:
**“A strong point
of the school is the
educational climate.
‘An oasis of calm in
a busy outside world.’”**



We always take signals about bullying seriously. When a teacher or the school management receives a report of bullying, an investigation is conducted by hearing all involved parties. For each situation, we assess what is needed to properly address and resolve the specific case.

We have a bullying coordinator at the school. Parents and students can contact the bullying coordinator if the teacher is unable to resolve the problem. At the beginning of the school year, the bullying coordinator introduces themselves in each group to be visible to the children. Additionally, conversations with students will take place occasionally, both preventively and in response to questions or problems.

Besides the Koerssleutel SKPO-student questionnaire, students in Groups 5, 6, 7, and 8 also complete the WMK student satisfaction survey. The results generally show that children feel safe in the classroom and at school and enjoy coming to school. Within social safety, students' attitude is an area for attention. Children still find it difficult to help others who are being bullied. Together, we will focus on improving this.

Safety Plan

When accidents occur, one of our staff members trained in emergency responses (BHV'ers), provides an initial assessment. If a child needs to be referred to a doctor, the parents are contacted. If they cannot arrive at the school in a timely manner, a staff member will accompany the child to the doctor. These incidents are noted down in the accident register by the teacher.

If the emergency responder can provide help themselves, parents are informed after school by the child's teacher (when it involves more than just a band-aid), so they know exactly what happened. As part of the health and safety policy (ARBO), the school has a safety plan in place.

Illness, Medication, and Allergies

If your child has an allergy or cannot eat certain foods, please let us know so that we can include this information in your child's file. As a parent, you are responsible for informing us about this. If your child uses medication, school staff can only provide medical assistance in limited situations.

For this, a medication consent form must be completed by the parents. For additional information, you can contact the internal supervisor and/or the school management.

Safety first!



4

Our Education



Citizenship

Citizenship education is a structural part of our curriculum and closely intertwined with the mission and core values of our school. We believe it is important that students develop into active, responsible, and engaged citizens. This means they learn to treat themselves, others, nature, and society as a whole, with respect.

We strive to make children aware of their role in society. We do this by actively engaging in discussions about norms, values, and current social themes. We encourage students to think critically, empathize with others, and take responsibility for their actions. These conversations are a fixed part of daily education and connect to the children's own experiences.

The school works closely with parents in this process, so that the values and behaviors we promote at school can also be reinforced at home. We see citizenship education as a shared responsibility.

School Hours

Groups 1-8

Monday	8:30 AM – 2:30 PM
Tuesday	8:30 AM – 2:30 PM
Wednesday	8:30 AM – 12:30 PM
Thursday	8:30 AM – 2:30 PM
Friday	8:30 AM – 2:30 PM

The gate opens at 8:00 AM so that children and parents can enter the schoolyard. In the morning, there is a drop-off period between 8:20 AM and 8:30 AM. During this time, you can accompany your child to the classroom to say goodbye. This is also an opportunity to pass on information to the teacher, look at your child's work, briefly meet other parents and children, and say goodbye to your child. Teachers are present in the classrooms from 8:25 AM. At 8:30 AM, the bell rings and lessons begin.

Children have a morning break between 10:00 AM and 10:15 AM. Before or after this short break, children can have a small snack and something to drink. The school provides fruit, which is eaten in the classroom together with the teacher. The school encourages children to eat and drink healthily.

"The way in which the school has **integrated citizenship** education, **shaping** it coherently and in alignment, is an **example** for other schools."



At lunchtime, all children eat in their classroom under the supervision of their own teacher. On Tuesdays and Thursdays, the school arranges a school lunch; on those days, children only need to bring a drink. On Mondays and Fridays, children bring their own lunch. Before or after lunch, all children play outside for 25 minutes under the supervision of school staff and students.

At the end of the school day, teachers escort children in Groups 1 to 5 outside. From group 6 onwards, children may leave independently. The entrance and exit are located at the back of the school, on the schoolyard side. The main entrance remains closed during drop-off and pick-up times for safety reasons.

Children who attend after-school care are picked up inside at a designated spot by Korein staff. From 2:20 PM, the gate will be open for parents to pick up their children in the schoolyard.

Early Childhood and Preschool Education (VVE)

The government and the municipality of Eindhoven invest heavily to provide all children with equal opportunities at the start of their education. The first years are very important for a child's development. Therefore, laying a solid foundation in the early childhood years is crucial. To prevent or address developmental delays in children, VVE programs are implemented. These programs start in preschool or the daycare center (the pre-school period) and continue through the first two grades of primary school (the early school period).

Within our child center, we work with the same vision and use methods and themes that align as much as possible. This makes our way of working recognizable and familiar to the children. As a result, children quickly feel at home in primary school.

Additionally, through regular contact and consultation, the pedagogical staff and teachers have a good understanding of the children. Our actions are well coordinated, giving your child every opportunity to develop at their own pace along a continuous learning path. At Kindcentrum Fellenoord, we use the VVE method Peuterplein & Kleuteruniversiteit as reference books and also use the vocabulary method LOGO3000.

Out-of-School Care

Within our Child Center, we work closely with our partner Korein, who is responsible for organizing the before- and after-school care. Children attending after-school care are welcomed at a fixed location inside by staff members of Korein. From 2:20 PM, the gate will be open so that you can pick up your children in the schoolyard. Korein also provides care during school holidays. You have to arrange this directly with Korein.

After-School Program

At Kindcentrum Fellenoord, we offer an extended school day through an after-school program. We provide a special after-school program four days a week. This is done with great care and attention, so children can continue to learn and have fun after school hours. The organization of this program lies with our child center. We receive valuable support from students of the Summa College in Eindhoven. We also collaborate with various external partners, such as Krabbelkunst, the Center for the Arts (CKE), T+Huis, Dynamo Youth Work, dance school B-4-real, and even architects. Thanks to this cooperation, we can offer a broad and exciting program.

Children can participate in various activities, such as dance, cooking, technology, creative crafts, and different sports. The offerings vary by period and are tailored to different ages and interests. For each new period, parents and children receive a letter with information about the activities offered at that time. Registration is mandatory and must be done in advance. For some activities, we ask for a small financial contribution.

With this after-school program, we aim to offer children extra opportunities to discover their talents and further develop in a way that suits them.



Late Arrival

Arriving late or being absent from school without notification are examples of unauthorized absenteeism. In the Netherlands, there is a law stating that children are required to attend school from the age of 5. If your child is frequently late or absent, they are violating this law. The school strictly monitors this:

- If your child arrives in the classroom after the 8:30 AM bell, your child is considered late. We will register this.
- If your child is absent without a valid notification, the school will register this as unauthorized absence.

If it appears that your child is frequently registered in our absentee system, the teacher and/or school management will invite you to provide an explanation. If no improvement is seen in attendance, the management is obliged to report this to the school attendance officer. The officer may also invite you for a meeting and can even impose a fine.

Chronic Absenteeism

Zodra een leerplichtige leerling op drie achtereenvolgende dagen verzuimt of gedurende vier achtereenvolgende lesweken meer dan één achtste van de lestijd verzuimt, moet de directeur van de school dat melden bij de leerplichtambtenaar van de gemeente. Scholen hebben inmiddels een wat ruimere eigen bevoegdheid gekregen.

Ieder afzonderlijk geval van verzuim hoeven zij niet meer te melden. De meldingsplicht beperkt zich tot zorgwekkend verzuim. Daarvan kan ook sprake zijn zonder dat de grens van drie dagen overschreden wordt.

Reporting Absences

If your child is unable to attend school, for example due to illness or a visit to the doctor, dentist, hospital, etc., we kindly ask you to inform us before 8:30 AM via Parro or by phone.

If your child becomes ill during school hours, we will always try to contact you at home or at work. Therefore, please make sure we have your current phone number(s).

If your child has an accident at school, we will contact the parents and/or take your child to your general practitioner or the Emergency Room at the hospital ourselves.

Leave of Absence

Leave and the granting thereof are regulated by the Dutch Compulsory Education Act (Leerplichtwet). Below you will find the main points and the agreements made at our school.

The school principal decides on requests for exemption due to the parents' profession and also on requests for leave of up to ten days due to "other exceptional circumstances." If a student's leave exceeds ten days, the decision is made by the school attendance officer (leerplichtambtenaar).

Before making a decision, the school attendance officer consults with the principal of the school in question. A principal who grants leave for more than ten days per school year can be held criminally liable.

"Exceptional circumstances" are situations that are closely related to the student's personal situation. These may include, for example, the death of a close family member, contagious illness within the family, family anniversaries, or the wedding of a family member.

Requests for leave for any of the reasons mentioned above must be submitted in writing and in advance to the school principal. Please note: a child is never entitled to a day off for any specific event.

We kindly urge you to take these rules into careful consideration. It is very important for everyone involved that leave is requested and granted responsibly. This means that leave cannot be granted for reasons other than those mentioned above.

Weekly Schedule

Each class has a fixed weekly schedule, with designated times for various subjects or developmental areas. The activities and lessons are planned weekly in the class planning folder.

In addition, teachers prepare block plans for the core subjects in order to best meet the learning needs of the group.

For Groups 3 through 8, the core subject mathematics is always taught from 9:00 to 10:00 AM. This means that a student may join another group for math lessons, either for extra challenge or for additional support.

Physical Education

Groups 1 through 8 have gym class twice a week in the sports hall at our Child Center. Children in Groups 1–2 wear gym shoes with white soles and Velcro or elastic straps; these shoes remain at school. For children in Groups 3–8, gym clothes and clean gym shoes (with non-marking soles) are mandatory. For safety reasons, no jewelry is allowed during gym class. Our PE teacher, Kyra Laarman, teaches the gym lessons, which always take place on Tuesdays and Wednesdays.

IT

All students in Groups 3 through 5 work on an iPad. Students in Groups 6 through 8 work on a laptop. They use software programs that are well aligned with the current teaching methods. In addition, students receive instruction in digital skills such as word processing, typing, emailing, and using the internet. Internet use is always linked to learning activities and takes place under the supervision of the teacher.

Our IT coordinator is Roel Korfage. His IT day is on Thursday. If you have any questions, you are always welcome to email him at r.korfage@skpo.nl

Digital Literacy

Children are growing up in a world full of technology. That's why at Kindcentrum Fellenoord, we teach children from an early age how to use digital tools safely, effectively, and critically.

This includes learning to type, searching for information, using the internet safely, and understanding media.

Not every child learns these skills at home, which makes it all the more important for us to focus on them at school. Teachers guide the children in this process and continue to develop their own digital skills as well.

We sometimes work with outside experts, so children also get to see how technology is used in the real world. We closely monitor each child's development, focusing especially on how their skills are progressing. This way, we help children participate confidently in the digital world of today and tomorrow.



"The school offers a broad and rich curriculum that, for many students, extends beyond regular school hours."

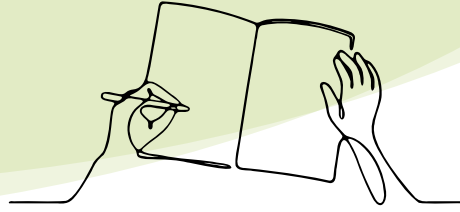
Broad Development

To give children the opportunity to develop in a well-rounded way, we are constantly looking for ways to improve and expand our educational offering. We work with subject specialists and collaborate with local organizations, such as the Centre for the Arts and Cultuurstation.

Within the area of cultural education, we distinguish between drawing, visual arts, music, and drama/dance. In addition to lessons given by subject teachers, the classroom teacher also provides instruction. Every class visits at least one performance or museum each year.

5

Progression or Repeating a Year



Student Monitoring System (IEP)

We keep track of students' development by observing them, having conversations, and administering tests. At the end of each unit in the curriculum, students take a test. Based on the results, we assess whether the students have understood the material. The IEP helps us with this. This student monitoring system focuses primarily on core subjects like mathematics and language. Above all, IEP is a tool that looks at the child as a whole. It measures a child's growth relative to their own progress, is user-friendly, engaging for the children, has a clear layout, and is less language-heavy (with more hands-on tasks and fewer language-based questions), which allows us to truly see what a child can do in that subject area.

The results from IEP are discussed:

- by the individual teacher with the internal supervisor;
- in the management team (internal supervisor and principal);
- in team meetings (class and school profiles).

During these discussions, any problems are addressed. In consultation, proposals for an action plan are made, followed by a decision on the final approach.

Theme	2022-2023	2023-2024	2024-2025
School Weighting	36,25	35,33	34,72
Percentage at least 1F	93,8%	81%	100%
National Average 1F	93%	91,9%	93%
Threshold Value 1F	85%	85%	85%
Percentage 1S/2F	70,8%	33,3%	62%
National Average 1S/2F	49,5%	47,8%	47,6%
Threshold Value 1S/2F	35,7%	32,8%	34,3%



"We keep **track** of students' **development** by **observing** them, having **conversations**, and administering **tests**."

Transition to Secondary Education (VO) / School Advice

Throughout the school year, the Group 8 teacher regularly addresses general topics related to school choice during lessons. The students visit several nearby secondary schools together with their Group 8 teacher. It is also advisable to visit open days of suitable secondary schools with your child.

The procedure for enrollment and information about schools are explained at the beginning of Group 7 and 8 during a special primary-secondary education (PO-VO) evening. At this event, an explanation is also given about the transition test (doorstroomtoets). Parents will receive all necessary written information regarding matters important for choosing a secondary school.

At the end of primary school, parents and students receive advice on which form of secondary education best suits the child's abilities and learning outcomes. All students receive a preliminary advice in Group 7. Around February in Group 7, you and your child are invited for a meeting about the transition to Group 8. During this meeting, your child will receive a provisional advice.

In Group 8, the final advice for the type of secondary school is given. To provide a well-considered final recommendation, the process works as follows: there is an advice committee consisting of the teachers from Groups 6, 7, and 8, the internal supervisor, and the principal. Together, they review the students and provide a joint preliminary advice in December.

In February, the students take the transition test (doorstroomtoets). The final advice, combined with the test score, is sent to the secondary school where the student has been registered by the parents. The primary school's advice is decisive for the final enrollment at the chosen secondary school.

Parents and the child choose which secondary school the child will be registered at. From our school, the group teacher fills out an educational report including the school advice (general section) and sends it digitally to the secondary school. The teacher discusses this educational report with the parents and child during the advice meeting.

The admissions committee of the secondary school decides on admission or rejection based on the school advice. Parents will be notified by the secondary school about the decision.

Starting in the 2023-2024 school year, the final test in Group 8 has become a transition test (doorstroomtoets). This change reflects the ongoing development of your child. The name 'final test' implied an ending, but although the end of primary school is near when the test is taken, your child's development continues afterwards. That's why the name 'transition test' was chosen. After the test, your child moves on to a secondary school with a level appropriate for them. Only the name and timing have changed; the content of the test remains comparable to previous final tests.

Throughout the school year, the Group 8 teacher regularly addresses general topics related to school choice during lessons. Children have the opportunity to visit open days of secondary schools. Below you can read what we do in Group 7 and 8 to ensure that every student receives suitable advice for secondary education.

Educational Report (OKR)

When students transfer to secondary education or another school, the teacher prepares an educational report (OKR) for the receiving school. Parents receive a copy of this report. An OKR is a digital report covering the past eight years. It includes not only academic results but also the student's work attitude, talents, and areas for attention.

School Leavers / Exit Data

At the end of the 2024-2025 school year, 13 students from group 8 will have left our school.

Schooljaar	22/23	23/24	24/25
HAVO/VWO	6	0	4
VMBO T/ HAVO	4	5	2
VMBO T	3	0	0
VMBO B/K	3	7	6
PRO	0	1	0
Totaal leerlingen	16	13	13

Dutch Inspection of Education

On February 5, 2024, the Dutch Inspection of Education carried out an unannounced quality inspection at Kindcentrum Fellenoord. This was followed by an announced quality inspection on March 14, 2024. In 2024, Kindcentrum Fellenoord was part of a sample group of schools selected by the inspection for a quality review. The quality of education at Kindcentrum Fellenoord was assessed as Satisfactory. The school is under regular supervision. The full inspection report can be found on our website under the section "School Guide."

Intermediate Results

In addition to the final outcomes in Group 8, we also consider it important to have a clear view of the intermediate results across all groups. This allows us to identify areas for improvement early in a student's school career. It also enables teachers to learn from each other's successes.

Our intermediate results are discussed at fixed times with the school management and the internal supervisor, both at the group level and the school level. These intermediate results are also shared and discussed with the SKPO school board.

Progression or Repeating a Year

We aim to offer children a continuous learning path. In a year-based curriculum system, this can sometimes be challenging. One child may develop faster or slower than another, raising the question of whether a child should skip a grade (accelerate) or repeat a year (delay). Acceleration or delay happens only in exceptional cases, rarely in the higher grades, and always in consultation with the parents.

At Kindcentrum Fellenoord, we refer to Group 1 and Group 2, but in practice, it is a combined kindergarten group with younger and older children. Over a period of 2 to 3 years, each child is given the space to develop at their own pace and level across all developmental areas. The amount of time a child spends in Groups 1 and 2 can therefore vary significantly. Children who start in the period January - Summer holiday enter Group 1 the following school year. Autumn pupils (September, October, November, December) can spend either more than 1.5 years or more than 2.5 years in the

kindergarten group. It is also possible that it is better for your child's development to spend an extra year in kindergarten. Developmental progress is important, not the calendar age of the child. In the course of the school year, we check which oldest kindergarteners meet the conditions in all developmental areas to make the transition to Group 3.

This is discussed with parents at an early stage, and any recommendation for an extended kindergarten period is clearly substantiated. When such a decision is made, the teacher(s), parents, internal supervisor, and school management are all involved. While the opinions and concerns of parents and guardians are highly valued and play an important role in the evaluation process, the final decision regarding kindergarten extension lies with the school.

Our Groups 3 through 8 are homogeneous groups, meaning they consist of children who are approximately the same age. However, due to our current student numbers, we will have one mixed-age group next year: Group 5/6.

Despite our efforts to tailor education as much as possible to each child's needs and the additional support provided through our student care system, there may still be situations in which repeating a school year is in the best interest of the child. Such decisions are made with the utmost care and attention to the child's well-being and development.

The school follows a careful process in which various factors are considered, including academic performance, social-emotional development, and input from both teachers and parents.

Although the opinions and concerns of parents and/or guardians are greatly appreciated, the final decision regarding whether a student should repeat a year rests with the school. It is our responsibility to ensure that every student has the best opportunities for success and growth.

This decision is made by the teacher, in consultation with the internal supervisor and the parents, and is based on a thorough evaluation of the student. We strive to make this decision in a timely manner and maintain clear communication with all parties involved.



“Our students are worldly — and at times a bit naive about the world. It’s our job to open a world for them.”

— Quote from a teacher interview with the school inspection

Student support and observation

At Kindcentrum Fellenoord, we follow a cyclical approach to monitor student development. This structured method includes closely tracking the progress of every child—not only at the individual level but also at group and school levels. Our educational approach is tailored to the specific learning needs of our students. Teachers regularly meet with the internal supervisor to discuss the educational strategies within the group.

In the early years (kindergarten groups), observation plays a key role, supported by the IEP observation and registration system. In the higher grades, we use the WMK questionnaires—an assessment tool to monitor students’ social-emotional development. Teachers from Groups 3 to 8, as well as students in Groups 5 to 8, complete questionnaires that provide insights into both the group dynamics and individual student well-being. Teachers use this information to guide their pedagogical approach.

Cognitive development is tracked through observations and assessments. We use both method-based tests and independent IEP assessments. The results are recorded in an individual learning profile for each student, which allows us to monitor their progress throughout their primary school years. This also helps identify potential learning delays or difficulties at both the group and school level. Based on test results and/or observations, action plans are developed and implemented when necessary.

Kindcentrum Fellenoord uses the digital system ParnasSys to record all test results, social-emotional development, observations, and meeting notes. The outcomes of method-based assessments are also entered into ParnasSys. Through report cards and parent-teacher conferences, you will receive updates on your child’s most recent development.

Support Levels at Kindcentrum Fellenoord

Level 1: General preventive in-class support

The teacher provides high quality education to a group of students and realizes a positive working climate. This general support has a preventive function.

Level 2: Additional in-class support

The teacher pays extra attention to one or more students who, based on observation/signaling data, have not yet mastered the subject matter to a sufficient degree or score significantly higher, or who stand out behaviorally. This extra attention could be given in instructional group sessions. The function of the extra care is to bring the student(s) back to care level 1 by means of efficient class management and systematic action.

Level 3: Specialized support with internal and/or external consultation

The teacher discusses the student with the internal supervisor and other internal and/or external experts on a consultative basis. Based on an analysis and a provisional diagnosis of the information gathered, the parties involved draw up an action plan. This describes the specific goals and the upcoming curriculum. The extra support can be implemented in and/or outside the classroom.

Extra staff can be deployed for this purpose. Special care aims to bring students back to care level 2 or 1 through specific guidance.

Level 4: Intensive support with a developmental perspective (OPP)

The teacher discusses the student with the internal supervisor and other internal and/or external experts. Based on analysis and a provisional diagnosis of the information collected, the parties involved draw up a developmental perspective (OntwikkelingsPerspectief or OPP).

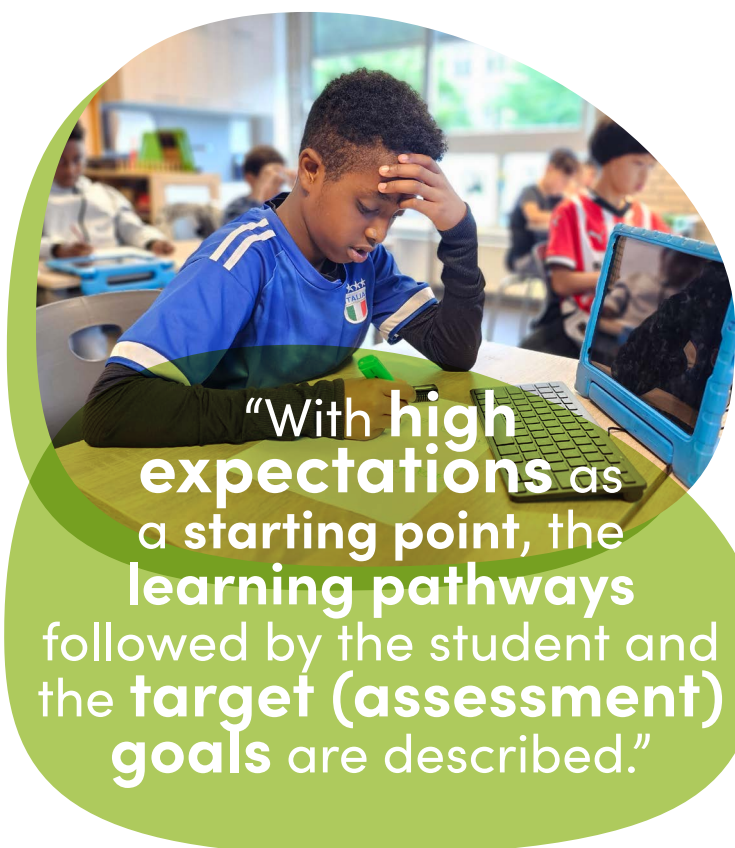
This outlines the specific educational needs and the appropriate support. This support can be implemented in and/or outside the classroom. To this end, the support of our teaching assistant, teacher support staff or support from external sources can be used. The aim of special care is to bring students back to care level 3 through specific guidance.

Level 5: Additional support or referral

If, during this process, it becomes clear that the support we can offer as a primary school does not meet the child's specific educational needs, appropriate education will be looked for. This will be in accordance with the procedures drawn up by the Educational Support Partnership (Samenwerkingsverband) for this purpose.

Developmental Perspective (OPP)

When a student (support level 4) is unable to meet the group-level goals for a particular subject, the school – in consultation with the parents – creates a Developmental Perspective or OPP in Dutch. This includes an individual learning path with a personalized end goal and an adjusted expected level of achievement upon leaving primary school. The student's progress is regularly evaluated by both the school and the parents to ensure the approach remains appropriate and effective.



Assessment

In some cases, we decide—together with the parents—to conduct an individual assessment of a child. The results are then discussed within the triangle of parent, teacher, and internal supervisor, where we also explore what support the school can provide. During these discussions, the school outlines its possibilities as well as its limitations.

Dyslexia

To ensure effective reading education, we follow the 'Protocol for Reading Difficulties and Dyslexia.' This means that during the (preparatory) technical reading education, various assessment moments are planned to monitor the progress of the students. For Groups 2, 3, and 4, we use Bouw!, an online program that offers effective support for early literacy and learning to read. Additionally, from Group 3 onwards, extra focus is placed on learning to read.

If the provided support does not yield sufficient results, a dyslexia assessment can be requested. Specifically, a student must score a 'V' (the lowest score) three times on the DMT test (cards 1, 2, and 3) to qualify for an assessment. When dyslexia is officially diagnosed by a recognized authority, the school will explore possible accommodations within the group.

From Group 5 onwards, the compensatory reading program Alinea is used. In consultation, we determine which support is most appropriate. If the dyslexia diagnosis is made before Group 5, tests will be enlarged and read aloud by the teacher. Students may also use a reading ruler and enlarged learning texts. The use of these resources is always coordinated with the school, the student, and the parents.

The school has a dyslexia protocol outlining the approach to difficulties in reading and spelling development. When students transition to secondary education, we can transfer a summary of the relevant data with parental consent. If a dyslexia declaration is required for secondary school support, the secondary school will handle the procedure and any related costs in consultation with the parents.

Additional Support with External Partners

We have an intensive collaboration with various external experts:

- Support Team SKPO: Guidance at the student-, teacher-, or group level
- Supervisor Taalbrug/Kentalis: Support for children with language delays
- Samen Thuis in Taal: Language support in the early years for NT2 learners (preschoolers) (NT2 = Dutch as a second language)

"We assess the standard as Good. The school has a strong care structure. The **development of the students is closely **monitored** and is **continuously aligned** with the **needs** of the individual student or the group as a whole."**

- Dyslexia Support: Guidance for children with dyslexia or reading difficulties
- Speech Therapy: Support for children with hearing, speech/language, or voice problems
- BRINK Child Therapy: Motor skills support
- Bureau JONG: Play and talk groups for students who are dealing with divorced or separated parents
- Child Coach: Support for children with performance/failure anxiety or low self-esteem

Care Advisory Team (ZAT)

As mentioned earlier, our school is part of a Child Center. Within our Child Center, we work closely with Korein Childcare, the generalists from WIJ Eindhoven, Lumens, and the GGD 0-13 years. Several times a year, a meeting takes place at the school between representatives of these organizations in the Care Advisory Team (ZAT). On behalf of basisschool Fellenoord, the internal supervisor and the management attend these meetings. If it is deemed necessary to discuss the development of a child in the ZAT, parents or guardians are informed beforehand, and the outcome of the meeting is also discussed with them afterwards.

You, as a parent or guardian, can also consult with our Care Advisory Team if you have questions about your child's development or upbringing. Together with the internal supervisor, we will look for a suitable solution.

WIJ Eindhoven

WIJ Eindhoven is responsible for the new social policy in our city. The WIJ teams offer support to local residents who have questions or needs. They work according to the principle of "one household, one plan, one contact person." The WIJ teams consist of professional supporters who work in the neighborhood and act as a fixed contact person when a resident or family needs assistance. Together with the generalist, they determine what kind of support is necessary. This support can be in areas such as parenting, work, housing, healthcare, community life in neighborhoods, social meetings, or leisure activities.

This means that member of the WIJ Eindhoven team can also be found via the school. For questions, ideas, or signals, you can contact the WIJ team Woensel Zuidwest at 040-238 89 98. More information is available at www.wijeindhoven.nl.

For Kindcentrum Fellenoord, two WIJ generalists are assigned as contact persons: Tina Wieke, 06-55 72 45 13, tinawieke@wijeindhoven.nl and Emma Voermans, 06-39 83 92 97, emmavoermans@wijeindhoven.nl

Pedagogical Support by Lumens

Ouders spelen de belangrijkste rol in de ontwikkeling van hun kinderen. Door de manier waarop je met je kind praat en speelt, zal het veel leren. Maar misschien lukt het niet altijd om je kind in zijn ontwikkeling te ondersteunen bijvoorbeeld omdat je de Nederlandse taal nog niet goed beheerst. Of je hebt vragen over de opvoeding van je kind. Bijvoorbeeld over wat je mag verwachten op welke leeftijd, wat kun je doen als een kind niet luistert of hoe ga je om met social media. Met dit soort vragen kun je bij Lumens terecht om samen een antwoord te vinden.

Pedagogical support for children aged 0 to 13 is part of the social basic provisions and is therefore free for parents.

In short, if you could use tips and advice in supporting your child and have everyday questions about your child, you can contact Lumens.

Batoul Heijdenrijk-Zouhair.

06-30 88 56 40

b.heijdenrijk@lumenswerkt.nl



Care Coordinator (Aandachtsfunctionaris)

Within the school, a care coordinator is an expert in dealing with domestic violence and child abuse. Schools are required to appoint a care coordinator. At our school, this is Renee van Dam (internal supervisor). What does a care coordinator do?

Care coordinators support colleagues who suspect child abuse and/or domestic violence. They can discuss these suspicions with them, jointly identify and map out signals, and discuss whether and which follow-up steps are necessary. Additionally, the care coordinator ensures that colleagues are familiar with the reporting code (meldcode) and advises the school management about the rights and duties related to the reporting code.

You can find the reporting code on our website under the "Care" section.

Bridge Officer (Brugfunctionaris)

Kim Herps is our bridge officer. She acts as a link between parents, students, and the school.

She is available for all questions and concerns that are not directly related to education.

The bridge officer helps connect the family at home, the child at school, and – when necessary – professionals, agencies, and partners in the neighborhood. For example, Kim can assist you with applications if you find it difficult to organize them. She can guide you through the care system and help you find resources, such as a good speech therapist.





Team

Our team is a diverse and enthusiastic group of professionals who dedicate themselves every day to providing quality education and a safe and pleasant learning environment. The ages within the team vary, and we have both female and male teachers. Besides the teachers, other staff members work at the school, including a gym teacher, an internal supervisor (IB'er), a school principal, a bridge officer, an administrative employee, and a facilities staff member. Each team member contributes valuable expertise to the development of our students. Together, we form a committed team with both attention and care for every child.

Group	Name	Working days	Email
1/2A	Zeliha Aydin	Mon	z.aydin@skpo.nl
	Rowan Verleijdsdonk	Tue-Wed-Thu-Fri	r.verleijdsdonk@skpo.nl
1/2B	Nina Zaaier	Fulltime	n.zaaier@skpo.nl
3	Otte Hoffmans	Fulltime	o.hoffmans@skpo.nl
4	Zeliha Aydin	Mon-Wed-Thu-Fri	z.aydin@skpo.nl
	Dick van der Linden	Tue	d.vanderlinden@skpo.nl
5/6	Maud Verstappen	Fulltime	m.verstappen@skpo.nl
7	Roel Korfage	Mon-Thu-Fri	r.korfage@skpo.nl
	Dionne Pruijsers-de Dooy	Wed-Thu	d.pruijers-dedooy@skpo.nl
8	Rowan Verleijdsdonk	Mon	r.verleijdsdonk@skpo.nl
	Bert Petronilia	Tue-Wed-Thu-Fri	b.petronilia@skpo.nl
Gym	Kyra Laarman	Tue-Wed	k.laarman@skpo.nl
Early Childhood Education			
Coordinator	Kim Herps	Mon-Tue-Wed-Fri	k.herps@skpo.nl
Bridge Officer	Kim Herps	Mon-Tue-Wed-Fri	k.herps@skpo.nl
ICT	Roel Korfage	Thu	r.korfage@skpo.nl
Naschoolse coördinator	Bert Petronilia	Mon	b.petronilia@skpo.nl
Internal supervisor (IB'er)	Renée van Dam	Mon-Tue-Thu-Fri	r.vandam@skpo.nl
Facility Staff	Eric Cuijpers	Tue-Wed-Thu-Fri	e.cuijpers@skpo.nl
Administrative Staff	Suzanne Cuijpers	Thu	s.cuijpers@skpo.nl
Location Manager Korein	Diana Bouwmans	Fulltime	d.bouwmans@koreinkinderplein.nl
School Principal	Jolanda van den Dungen	Fulltime	j.vandendungen-bogers@skpo.nl



Education students

In the coming year, Kindcentrum Fellenoord will again welcome students from various educational institutions. Primarily, these are students from the PABO teacher training program at De Kempel in Helmond. Students in their first three years of training are supervised by the school's teachers. Fourth-year students are allowed to take full responsibility for a class independently, with the final responsibility remaining with the teacher. These students are considered "graduation-ready" and are expected to participate in all activities performed by a teacher. This means independently teaching class, participating in working groups or school committees, co-drafting support plans, conducting parent meetings, and so on.

There are also students from the Social Work program at Summa College Eindhoven present at our school. They support the teacher and work with small groups of children under the teacher's supervision and also participate in our after-school program.



Vision on the Relationship Between School and Parents

Parents should be able to trust the pedagogical and educational environment of the school. Regular communication is necessary to ensure good cooperation. In addition to scheduled contacts, we offer parents the opportunity to maintain daily informal contact with our team members and we welcome them every morning at our school. We encourage parental involvement in various activities. Furthermore, the school ensures a well-functioning system of the activities committee and the participation council.

Activities Committee

The Activities Committee is a group of parents who, in collaboration with the school staff, organize various activities and celebrations throughout the year based on an annual schedule. The committee is also responsible for creating a festive atmosphere with decorations around the school. Would you enjoy organizing activities for the children of Kindcentrum Fellenoord? Then we are looking for you! Feel free to join a meeting or talk to one of the parent committee members at school. You can also always ask your child's teacher or the school management for more information. You are always welcome!

Participation Council (MR)

Every school has a Participation Council in which parents and staff discuss important school matters. New policies and major decisions require the approval of this council. Examples include the school plan, school hours, holiday schedule, and all rules concerning safety and health. For other

decisions, advice must be sought, such as on the allocation of school funds, participation in educational experiments, division of tasks at school, holiday arrangements, admission policies, and so on. Elected members serve a four-year term on the council.

You can also reach the MR through Mr. Dick, who is the chairperson of our MR. We welcome your opinions and ideas about the school. You are also warmly invited to attend MR meetings and the Annual Meeting. The MR appreciates it if you notify them in advance if you plan to attend. During the Annual Meeting, the MR will update you on the past year. Minutes from the MR meetings are shared via Parro.

MR Members

Parents

Imane Boulghalgh
MR member

Madiha Hamdi
MR member

Teachers

Dick van der Linden
Teacher group 4
Chairperson MR/ GMR-member

Renee van Dam
Internal supervisor

Common Participation Council (GMR)

Matters that are important for all schools under our board, SKPO, are discussed in the Common Participation Council (GMR). Each individual participation council appoints one of its members to serve in the GMR. The representative from our school is elected at the first MR meeting. Like the MR, half the GMR consists of parents. The meetings are open to the public. Dick van der Linden represents Kindcentrum Fellenoord in the GMR.

Policy Regarding Parents' Right to Information

In principle, every parent has the right to receive information from the school about their child. For parents who are married or cohabiting and who share legal custody of their children, the situation is straightforward: they jointly receive all information about their child. The same applies to divorced or separated parents who still have legal custody — both parents have the right to all information about their child, with the school initially assuming that the parents will arrange this between themselves.

In cases where this is not possible, parents can notify the school in writing. For parent-teacher meetings, parents receive an invitation for a joint conversation. Only in exceptional circumstances can this be deviated from. Parents who no longer have legal custody of their child also have the right to information, but they must explicitly request it themselves. The school is not required to provide information to these parents proactively. If the parent is the father, he must have legally recognized the child; otherwise, he has no right to information, even if requested. These parents have limited rights to information, which only include important facts and circumstances, such as school progress and social-pedagogical development at school. If the child's best interests oppose sharing this information, parents have no right to it. This may be the case if a judge or psychologist has determined that providing information to a parent would harm the child.

Privacy Statement (AVG)

We regularly take photos of fun or interesting situations and events at school, which are shared with you via Parro. Upon enrollment, parents receive a form where they can indicate whether they give permission for their child to be filmed and/or photographed. You may revise this consent annually. We also ask you to respect the privacy of other children, parents, and teachers. Furthermore, we kindly request that you do not share photos of others on social media.

At Kindcentrum Fellenoord, we have appointed contact persons who oversee all privacy-related matters concerning the school. These are Suzanne

Cuijpers, Roel Korfage, and Jolanda van den Dungen. The SKPO organization also has a Data Protection Officer. His name is Pascal Marcelis. You can contact him with any questions or complaints regarding privacy, by phone: 040-259 53 26, or at fg@skpo.nl.

Parental Contribution

The parental contribution for extra activities is always voluntary. Since August 1, 2021, no students may be excluded from extra activities if parents do not pay the parental contribution. Therefore, from the 2022-2023 school year onwards, no school fees will be requested from parents at Kindcentrum Fellenoord. Our school only asks for a contribution towards the after-school program.

Conversation

Sometimes things happen at school that parents (or students) disagree with. Through conversation, we would like to come to a solution with you. If you are dissatisfied with something related to the situation in or around the class, the teacher is your first point of contact for a conversation. If you cannot resolve it together or if the situation concerns the school organization or school policy, school management (internal supervisor, principal) is happy to discuss it with you.

Complaints Procedure

If you cannot reach a solution with the teacher and school management, you can use the complaints procedure of SKPO. In some cases, this may involve a meeting with the board. You will first get in touch with the secretary of the SKPO board: Mrs. J. de Jonge Baas, j.dejongebaas@skpo.nl. You can find the complaints procedure, including tips on how to proceed, on the website: www.skpo.nl. The full complaints procedure, describing the complaint handling process, is also available for inspection with the school management.

Complaints about Unwanted Behavior

For complaints about unwanted behavior at school, such as bullying, unwanted intimacy, discrimination, aggression, and violence, parents and children can seek support from the internal

confidentiality counselor at school. You can contact them at any time for advice and support. This confidentiality counselor listens to you and provides information about possible next steps. In addition, SKPO has independent external confidentiality counselors available for guidance or advice.

Contact Details Internal Confidentiality Counselors

Roel Korfage Kim Herps
r.korfage@skpo.nl k.herps@skpo.nl

External Confidentiality Counselors SKPO

From April 2024, SKPO works with two external confidentiality counselors from De Vertrouwenskamer: Eveline Voncken-Evertz and Kim Baesjou. These counselors can support and advise you on two areas: social behavior and integrity issues. You can contact them within the complaints procedures SKPO uses for parents. More information is available on their website: devertrouwenskamer.nl

Mandatory Reporting of Sexual Violence

In cases where parents or students report incidents at school possibly involving sexual abuse, assault, or other sexual offenses committed by a school employee against a minor student, the school is legally required to inform the school authority (bevoegd gezag). The authority is then obliged to file a report with the police or judiciary.

Confidentiality Inspector

For independent advice in case of a complaint, you can also contact one of the confidentiality inspectors of the Education Inspection by phone at 0900-111 3111 (local rate), available weekdays from 8:00 AM to 5:00 PM.

Landelijke Klachtencommissie Onderwijs (LKC)

Voor meer informatie kunt u verder terecht bij de Landelijke Klachtencommissie Onderwijs. For more information, you can contact the National Education Complaints Committee. Contact details can be found here: onderwijsgeschillen.nl/over-ons/contact

Suspension / Removal

When a child is admitted to school, a learning agreement (leerovereenkomst) is in place with rights and obligations for both parents and the school. In case of misconduct, the school management can decide to suspend a child for one or two days. If suspension does not help, temporary removal may be applied, whereby the management contacts the school board and the inspection. This can lead to permanent removal. In that case, the school board unilaterally terminates the learning agreement. Temporary or permanent removal only occurs based on justified reasons.

Parro App

When your child starts at our school, you will receive an email with a link to the Parro app. You can install this on your phone or tablet. In the app, you will find the school calendar, as well as photos of your child's group. At the start of each school year, you can indicate your preferences regarding the Privacy Statement (AVG). Messages and requests for volunteers are also sent via Parro. You can log in on your computer and receive email notifications when something is posted. In Parro, under the "Fellenoord" tab, you'll find general messages and information about your child's group, e.g., Group 4 if your child is in that class.

School Calendar

Dates for MR meetings, parent evenings, and report talks are in the school calendar. You can find this calendar in the Parro app and on the website. All important dates are also listed in the newsletter. If you want a paper version, you can request one from the principal.

Monthly Newsletter

Every month, a newsletter is published containing information about ongoing matters at our school. The newsletter is sent out at the end of each month. The publication dates are in the school calendar. Newsletters can also be found in Parro under the "Fellenoord" section.

Letters and Invitations

For important events or information intended for specific groups, we inform you by email, for example about staffing. We try to send letters and information digitally as much as possible.

Internet and Email

You can find our school at <https://kindcentrum-fellenoord.nl/> On the website, you will find, among other things, the calendar, this school guide, and protocols. You can email us at: fellenoord@skpo.nl Our school board, SKPO, has its own website: www.skpo.nl.

Financial Support for Parents

More and more parents are unable to let their children participate in activities such as sports, music or dance lessons, hobby clubs, etc., because they cannot afford it. The costs related to school (for example, school supplies, school trips, camps, excursions) can sometimes be too high. In Eindhoven, there are arrangements that offer children between 4 and 18 years old opportunities to still participate:

Stichting Leergeld

Stichting Leergeld aims to help children, whose parents or guardians are in financially difficult situations, to take part in activities organized by the school, or in sports, exercise, music, dance, and more. The foundation can also contribute to the purchase of a bicycle, a computer, or various school supplies. Leergeld works with volunteers who visit homes to discuss all possibilities and wishes together with the applicant. Parents or guardians can contact Leergeld themselves, but others can also do this on their behalf. Our bridge coordinator, Kim Herps, is happy to assist you if you would like. If Leergeld encounters requests related to sports or culture, they arrange further handling through the foundations mentioned below. Leergeld can also provide help in the form of an advance or an interest-free loan. All requests are handled confidentially by Leergeld.

Stichting Leergeld Eindhoven
Doctor Cuyperslaan 64
5623 BB Eindhoven
040 - 213 11 41

Telephone accessibility:
Monday to Thursday
from 9:00 AM to 12:00 PM.
info@leergeldeindhoven.nl
www.leergeld.nl/eindhoven



“We do everything possible to optimally guide the children who attend our Kindcentrum towards their future.”

The Youth Culture and Sports Fund

The Youth Culture Fund ensures that all children in the Netherlands have the opportunity to develop in at least one art discipline. Practicing art is not only fun and relaxing but also contributes to personal development, self-confidence, concentration, and social skills of children.

The Youth Culture Fund pays directly to the cultural institutions only, never to parents or students. Parents or guardians cannot apply themselves. Applications must be made through an intermediary such as the school, social worker, Stichting Leergeld, or another person involved in supporting the family.

Our **Bridge Officer** Kim Herps can assist you with this. Email: k.herps@skpo.nl

Youth Fund Coordinators:

Monique Valk (applications)

Phone: +31 6 24910857

Email:

monique.brabant@jeugdfondssportencultuur.nl

Peter Overeem (municipalities)

Phone: +31 6 15408383

Email:

peter.brabant@jeugdfondssportencultuur.nl

The Youth Culture Fund Eindhoven supports children and young people aged 4 to 18 from families who cannot afford the fees for music, dance school, or other cultural activities. In such cases, they can apply to the Youth Culture Fund. The Youth Culture Fund Eindhoven is part of a back office which also includes Stichting Leergeld and the Youth Sports Fund Eindhoven. This back office is managed by Sjef Wolfs, with Joke Berkers as general coordinator.

The Youth Culture Fund provides a maximum contribution of €450 per child per year for lessons or items such as an instrument or ballet shoes. If there are multiple children in the family who want to participate in cultural activities, that is allowed! Parents cannot apply for the contribution themselves; the application must be made by an intermediary—a middleman. Intermediaries can be found at schools, social work, neighborhood teams, youth care, and health centers. If the

application is approved, the lesson fees are paid directly to the instructor. Kim Herps, our bridge officer, can assist you further: k.herps@skpo.nl

Coordinators:

Monique Valk (applications)

Phone: +31 6 24910857

Email:

monique.brabant@jeugdfondssportencultuur.nl

Peter Overeem (municipalities)

Phone: +31 6 15408383

Email:

peter.brabant@jeugdfondssportencultuur.nl

Website: <https://jeugdfondssportencultuur.nl/>

The Participation Allowance

The Participation Allowance is meant to enable participation in sports clubs, ballet lessons, cooking courses, theater visits, swimming pools, or newspaper subscriptions. It can also be used for parent contributions, school supplies, or a computer. This allowance is intended for Eindhoven residents with an income up to twenty percent above the social assistance standard.

The Participation Allowance is available for every family member. The total amount you receive depends on the age group of you, your partner, and/or children. For children under 18, the allowance is paid no earlier than August, at the start of the new school year. Only the parent who receives child benefit can apply for the Participation Allowance for the children. If you are eligible for the Participation Allowance, you can also travel for free by bus in Eindhoven and surrounding areas.

For more information:

<https://www.eindhoven.nl/inkomen-zorg-en-onderwijs/inkomen/hulp-bij-geldzorgen/inkomens-ondersteuning/meedoenbijdrage>

Tip: The Child Package

The Child Package is a collection of arrangements for children affected by the consequences of a low household income (up to 20% above the social assistance standard). This includes materials for school or practicing a sport, as well as financial support for things like memberships or birthday celebrations. For more information, visit: <https://www.kindpakket.nl/>

Together for All Children

The mentioned funds can also be contacted via the website www.samenvoorallekinderen.nl.

Sam&Eindhoven is the new name under which all these funds will collaborate in the near future.

Through this website, you can submit a request for support, after which the application will be directed to the appropriate funds. Then, a home visit will be scheduled to discuss which options are available to you.

Oral Care

From April 1, 2025 to March 31, 2026, the municipality of Eindhoven offers a scheme to cover oral care costs for residents with a low income. Oral care includes care for teeth, molars, and the mouth. Orthodontics is not covered by this scheme.

All conditions, information about the application process, and the registration form can be found at: www.eindhoven.nl/mondzorg.



SKPO Board, Organization, Schools



Kindcentrum Fellenoord falls under the authority of SKPO and makes use of several general support functions organized within the SKPO staff office. The foundation manages four broad primary schools in Son en Breugel and 31 schools in Eindhoven. The Eindhoven schools are part of a hub center or are integrated child centers (IKC). All SKPO schools collaborate with their childcare partners on the continuous development of children from zero to twelve years old. Of these schools, 32 offer regular primary education and two offer special primary education (SBO). In addition, there is a primary school specifically for newcomers (children who come directly from abroad and are learning the Dutch language here).

SKPO's Course

Learning with courage, heart, and impact

With 35 primary schools in the heart of the Brainport region, SKPO, together with others, contributes to the development and future of thousands of children. We feel responsible for giving every child a solid foundation. We invest in basic skills and offer children all opportunities in an inclusive, safe, and rich learning environment. This is our social mission.

Development is our superpower

We believe in the power of development.

Our focus is on growth and learning. We challenge children to take steps forward, learn something new, and discover and develop their personality and talents. Continuous learning is also essential for our professional craftsmanship. We provide opportunities for growth and development, both individually and together. We create a rich learning environment where everyone can

continue to learn joyfully in their own unique way and with their talents. Everyone in development: that makes us resilient and learning-capable.

The future inspires us

We learn for the world of today and tomorrow.

We fill children's backpacks with experiences, knowledge, and skills that help them navigate a rapidly changing world. We make them agile and stimulate their creative and critical thinking. Digital literacy is indispensable in this. The world of tomorrow not only inspires us; we also want to take good care of our world. Sustainable thinking and acting come naturally to us. Well-prepared, we are open to the future. Challenges we encounter, we face together with confidence.

Connection makes us stronger

We invest in collaboration with each other and our environment.

Learning from and with each other is central. This starts with children, who learn to collaborate from a young age. This continues within teams, where we share responsibility for all children and each other. Schools, management, the board, and staff continuously invest in mutual connection, which strengthens us as a collective.

We bring the outside world in and take the inside world out. By actively collaborating with parents and other partners who contribute to children's development, we enrich our education. Our international environment presents challenges and opportunities where collaboration is key. We actively work on connection and strengthening cooperation—from child to partner.



Society can count on us

We contribute to a better society.

Our schools are a society in miniature. A place where children, in all their diversity, meet, play, learn, and practice together. We believe it is important that everyone feels at home, can be themselves, and is curious about others: who are you, what drives you, and what is your perspective?

By recognizing and utilizing similarities and differences, we can make a difference together for a better world. We contribute to the development of children into global citizens who feel responsible for themselves, others, and the world.

How we work at SKPO

We are convinced that we best fulfill our social mission by working together based on shared purpose. Responsibilities are placed as low as possible in the organization, based on mutual trust, with maximum professional freedom. This is reflected in how we collaborate within and between schools and with our environment. It shows in how principals lead, how staff provide support, how the board fulfills its role, how participation (medezeggenschap) is involved, and how the supervisory board oversees the organization. Trust and freedom come with transparency and accountability. We are accountable internally and externally for the progress and results of our goals.

More of yourself, more trust, more thinking outside the box.

More information: www.skpo.nl

Inclusive education (Passend onderwijs)

Within the framework of inclusive education, SKPO is part of the Eindhoven Primary Education Cooperative (Samenwerkingsverband Passend Onderwijs PO Eindhoven, 3007). This cooperative is a network of all primary and special (primary) schools in Best, Eindhoven, and Son en Breugel. The school boards are jointly responsible for fulfilling the duty of care to provide education for every child and to create a comprehensive network within the cooperative's boundaries. The school boards in the cooperative choose to realize inclusive education as much as possible within their own governance structures. They organize and finance, from the support funds each school board or school receives, the specialist knowledge about students with specific support and developmental needs. In this way, the school boards themselves shape the comprehensive network according to their own educational and pedagogical vision.

School boards, and thus primary schools, have a duty of care. This means that as a school we are responsible for the educational development of every child who is officially registered with us, including students with additional educational support needs. If a child is formally registered at our school, we are responsible for finding a suitable place.

Students should, in principle, be able to attend school as close as possible to their own physical and social environment. For students whose support needs exceed the possibilities of regular primary education, specialized education is available if necessary.

To qualify for placement in special (primary) education, a "toelaatbaarheidsverklaring" (TLV, admission permit) is required. The TLV is requested by the school from the cooperative; naturally,

parents are involved in this process. Parents provide their viewpoint in the application. If parents do not agree with the application, this is stated in the viewpoint. The TLV application is assessed by two independent experts who advise the cooperative's board about the admissibility of the student to special primary or special education, as well as the validity period of the TLV.

Support information must be as accessible as possible for parents and students. Therefore, as a school, we ensure that the support offer is included in the school guide. It describes what extra support the school can offer students and the basic support available at (each branch of) the school. The school is free to decide how information about basic support is presented in the school guide. More information can be found on the cooperative's website:
<https://po-eindhoven.nl/ouders/>



Other information and practical matters



Library membership

All children are free members of the public library in Eindhoven. At the beginning of the year, they receive a new library card. We also have a library at school where children can borrow books to read both at home and at school.

Bicycles

There is a bicycle parking area behind the school. The number of bike racks is limited and therefore mainly intended for students who live farther away. Riding bicycles on the schoolyard just before and after school hours is not allowed due to the safety of other children. We kindly ask that bicycles be placed in the racks to prevent them from falling over.

Lost and found

All found items are kept. If you have lost something, you can always check the lost and found. A few times a year, we clear out the lost and found. It is very unfortunate when children lose money or valuable items, which can also cause misunderstandings. The school cannot take responsibility for lost valuables.

Mobile phones, smartwatches, and other devices

During school hours, students may not use phones or smartwatches. Teachers make agreements in class about handing in or storing phones. The school is not responsible for loss or damage to phones or smartwatches. The same applies to other devices.

Head lice

Unfortunately, head lice still occur, including at our school. We ask you to immediately inform the

teacher if you notice head lice on your child and to take appropriate measures yourself (nit comb and lotion). The teacher will send a letter home to all children in the class informing them that head lice have been found in the group.

If head lice are present, we follow the latest advice from the GGD (public health service). We are looking for parents who would like to help us with head lice checks.

Student council

Our school is more than just learning. Students not only learn and develop but also have a say in various school matters. For this purpose, we have a student council. With the student council, we want to foster responsibility and involvement among students regarding decisions and changes made at the school. Starting from group 5, one student from each class is chosen to represent their class in the council. Before meetings, the topics are discussed within the class so the student can represent their classmates' opinions. There are four meetings during the school year, held during school hours.

Birthdays and Treats

We celebrate birthdays with a party. The birthday child receives extra attention, is sung to, and may give out treats. In Groups 1 and 2, parents are welcome to join the birthday celebration of their child.

Except for birthdays or other special occasions, sweets and chips are not allowed. This also applies to lunchboxes or snacks. For birthdays, we kindly ask you to limit the treats (no full bags of treats)

and to keep health aspects in mind. We increasingly see small toys included with treats, which is fun, of course. However, in the spirit of sustainability, we kindly ask you not to do this.

Substitute Teachers

When a teacher is absent due to illness or leave, we first try to replace them with a substitute. Our board has a pool of substitutes. For many years, this pool was well-stocked, and we often successfully called upon it. Unfortunately, due to the teacher shortage, the pool has shrunk in numbers. This means that more often no substitute teacher is available. If no substitute is available, we look for an internal solution according to an agreed system. Such a solution could be distributing students over other classes or using an intern. In extreme cases, a group may be sent home.

Transport by Car/Bus

We adhere to the national transport regulations. See this link for the rules:

<https://www.anwb.nl/auto/autostoeltjes/regels-autostoeltje>. School trips are an exception since they are occasional and not structural. When transporting by bus, we ensure that children remain seated, wear seat belts, and that the maximum allowed number of passengers per bus is not exceeded.

Holiday Schedule / Study Days

October 3, 2025	Study day – students OFF
October 13 to October 17, 2025	Autumn holiday
November 20, 2025	Study day – students OFF
December 22, 2025 to January 2, 2026	Christmas holiday
January 21, 2026	Study day – students OFF
February 16 to February 20, 2026	Spring holiday
March 20, 2026	Study day – students OFF
April 6, 2026	Easter Monday
April 20 to May 5, 2026	May holiday School starts again on May 6, 2026!
May 14 & 15, 2026	Ascension Day
May 25, 2026	Pentecost Monday
June 19, 2026	Study day – students OFF
July 13 to August 23, 2026	Summer holiday
August 24, 2026	First school day of the 2026-2027 school year

Early release days (students off from 12:30 PM):

Friday, December 5, 2025
Friday, December 19, 2025
Friday, February 13, 2026
Friday, April 3, 2026
Friday, July 10, 2026

Toilet Training

When your child starts at our school, we assume that your child is toilet trained. If your child is not yet toilet trained (whether or not for medical reasons), we ask you to discuss this with the teacher of your child's class before starting school. In extreme cases, we will only admit your child once they are toilet trained. Your child should always bring extra clean clothes in their bag in case of accidents.

Personal Data

It often happens that the information you provided on the registration form changes during your child's school years. We ask you to inform the school administration by email or letter of any changes (address, phone numbers, doctor, etc.) so that our records remain accurate and we can reach you in case of emergencies.

Seksuele voorlichting

Since 2012, themes of sexuality and sexual diversity have been included in the core objectives for primary education and are a mandatory part of our curriculum. Teachers provide this education in a way that suits the age and development of our children. Each year we review how we implement this. We make use of current media, youth news programs, and the method "Bikkels".

Adresses

Kindcentrum

Basisschool Fellenoord

Hemelrijken 310
5612 WS Eindhoven
Telephone: 040-243 22 89
fellenoord@skpo.nl
www.kindcentrumfellenoord.nl

Childcare: Korein

Hemelrijken 310
5612 WS Eindhoven
Telephone: 040-243 04 62
fellenoord@korein.nl
www.korein.nl

Stichting Katholiek en Protestants-Christelijk Onderwijs Eindhoven e.o. (SKPO)

Vonderweg 12
5616 RM Eindhoven
Telephone: 040-259 53 20
secretariaat@skpo.nl
www.skpo.nl

Gemeente Eindhoven

Afdeling Leerlingenzorg
Postbus 90150
5600 RB Eindhoven

Leerplichtambtenaar

Lonneke Broers
Leerplichtconsulent | Sociaal
Maatschappelijke Uitvoering
Klantcontactcentrum 14040
leerplicht@eindhoven.nl

Inspectie van het Onderwijs

Info@owinsp.nl
www.onderwijsinspectie.nl

Onze school valt onder inspectie van het onderwijs in Oost-Brabant. Via www.onderwijsinspectie.nl is er meer informatie beschikbaar waaronder de meest recente inspectierapporten van de school.

Meldpunt vertrouwensinspecteurs

Telephone: 0900 111 31 11

Ouders & onderwijs

www.oudersenonderwijs.nl
Telephone: 088 605 01 01



SCHOOLGIDS BASISONDERWIJS



Happy, Healthy Children

Growing up healthy and safe happens naturally for most children. As a parent or caregiver, you want the best for your child, so they can grow up in a safe and stimulating environment. Children develop rapidly at school. This can sometimes raise doubts, questions, or concerns. That is when Youth Health Care (Jeugdgezondheidszorg, JGZ) can help .

Youth Health Care

Schools cooperate with the Youth Health Care team (JGZ) from GGD Brabant-Zuidoost. This team consists of a youth doctor, youth nurse, nurse specialist, assistant, behavioral scientist, and a healthy school advisor. Youth Health Care is there for all children and their parents: from pregnancy and birth up to 18 years of age.

What can the JGZ team do for you and your child?

Read more

<https://www.ggdbzo.nl/professional/scholen/schoolgidsinformatie-jeugdgezondheidszorg-basisonderwijs/>



KINDCENTRUM
Fellenoord

Basisschool Fellenoord
Hemelrijken 310
5612 WS Eindhoven
Telefoon (040) 2432289
Fellenoord@skpo.nl