

**Schoolgide
De Esdoorn
2025-2026**

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1. Welkom!

Welcome to De Esdoorn for the 2025-2026 school year!

Dear parents and caretakers,

We look forward to a great 2025–2026 school year. We are building on a strong 2024–2025 school year, with an expanding teaching team and board.

This is the school guide for the 2025–2026 school year. This guide is intended to inform parents and caretakers about what De Esdoorn offers and how we support your child’s learning and development.

Parents may take away certain expectations from the school guide and are encouraged to address the school management based on those. Likewise, the school expects that parents, the board and teachers are familiar with the contents of the school guide and act in accordance with it.

In the school guide you will find information about, among other things:

- how education is provided at our school;
- how we organize care for your children in the classroom;
- what parents and the school can expect from each other;
- the goals the school aims to achieve;
- the school calendar.

As De Esdoorn cannot foresee or describe every possible situation in this guide, the board remains open to suggestions for improvement. We hope that the school guide contributes to clear and open communication between the school and parents.

The most recent version of this guide can also be downloaded as a PDF from De Esdoorn website: www.esdoorn.ca

We wish all students a fun, productive, and enjoyable school year!

On behalf of the teachers and the board of De Esdoorn,

Marianne Cauwels
School Principal De Esdoorn
July 2025

2. What the school stands for

2.1. Our Mission

Quality Dutch language and culture programs for anyone who wants to learn Dutch and connect with the Dutch-speaking community in Canada.

2.2. Our vision, what we go for

The school strives to be a thriving Dutch language and culture school with sustainable education programs and services that are accessible throughout Canada.

2.3. Our values

Enjoy learning
Learn together
High-quality learning

2.4. Backgrounds and principles

In accordance with the legislation of the province of British Columbia and Dutch and Belgian education policy, De Esdoorn is guided by the following principles:

- All students are equal.
- Discrimination is not permitted, and any form or expression of discrimination will not be tolerated.
- All religions and philosophies of life are respected. De Esdoorn welcomes students of every nationality, background, and religion.

We believe that close cooperation between home and school is essential to optimising students' language development. **We therefore strongly encourage parents and caretakers to speak and read Dutch at home as much as possible, to listen to Dutch-language music, and to watch Dutch-language media and DVDs together with their children.**

To ensure the best possible connection with Dutch-language education in the Netherlands and Belgium, our educational offer includes not only the Dutch language, but also the Dutch and Belgian culture.

We think it is important that lessons take place in a friendly environment in which every child feels safe.

3. About the School

3.1. What is De Esdoorn?

De Esdoorn is a Dutch Language and Culture School (NTC school) providing education in the Vancouver region of the Canadian province of British Columbia. The school was founded in 2015. Education is offered to children and young people from 2.5 to 16 years of age. In addition, De Esdoorn also provides Dutch-language instruction for teenagers and adults.

De Esdoorn also offers targeted preparation for the CNaVT (Certificate of Dutch as a Foreign Language) examinations for teenagers and adults.

De Esdoorn is a non-profit organization. This means that all funds are fully reinvested to support and further develop high-quality education.

3.2. Contact information

The school can be reached by email and telephone:

E-mail address: info@esdoorn.ca

Phone: 778-871-7038

Website: <http://www.esdoorn.ca>

Facebook: <http://www.facebook.com/esdoorn>

LinkedIn <https://esdoorn.ca/en>

Mailing

Address: De Esdoorn
2958 West 20th
Avenue
Vancouver, BC
V6L 1H5

3.3. School organization

De Esdoorn has been part of 'De Esdoorn – Dutch Language and Culture School Society' since 2015 and is registered as a non-profit organization in the province of British Columbia. As of 2019, De Esdoorn has been affiliated with the NOB (Dutch Education Abroad) and is therefore officially recognized as a Dutch language and culture school abroad.

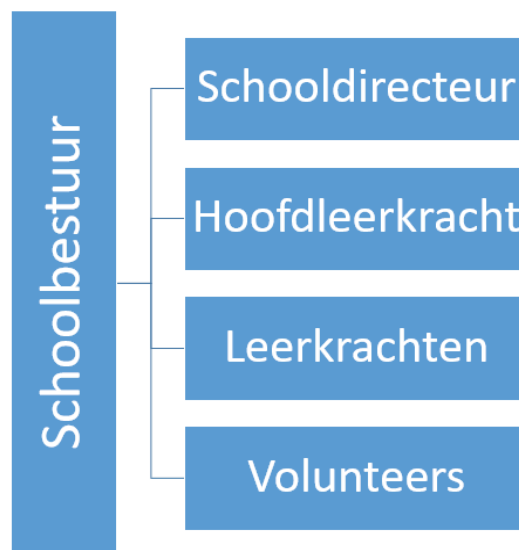
The **school board** supervises the management and sustainability of De Esdoorn, including the financial policy. Board members are involved and committed to growing and improving the school with their expertise and experience. The board meets once a month and is responsible for policy, budget and overview of the school. The General Members Meeting (AGM) is held once a year to approve the budget for the upcoming year and to vote for new board members. All board members and teachers of De Esdoorn are present at the AGM.

The school principal reports to the chairman of the board and has overall responsibility for De Esdoorn's educational and cultural programs at multiple locations (i.e. responsible for the day-to-day management of the school). The School Principal is ultimately responsible for all employees and volunteers and specifically leads a team of teachers who provide Dutch language and culture lessons to children and adults. The school principal is also responsible for the operational management and implementation of cultural events held during the school year. The school director also sits on the board and reports to the school board, but has no voting rights.

The head teacher reports to the school principal and is responsible for leading the educational program with a team of teachers, support staff and volunteers. This position manages the administrative aspects of De Esdoorn's educational programs, including class schedule and composition. The head teacher also gives Dutch language and culture lessons to children and adults and is responsible for coordinating the school's cultural activities, summer camp(s) and other events.

The teachers and teaching assistants report to the head teacher and may only carry out the tasks as agreed with the head teacher.

Teaching can be provided on an individual or group basis, in person or online. Education can take place at any De Esdoorn location, with support from the head teacher to ensure that De Esdoorn's learning goals and objectives are achieved.



3.4. Location & Time

Group lessons for children and teenagers take place at the following locations and time:

North Shore

Tuesday, 4:00–6:15 PM

Lynn Valley United Church
3201 Mountain Highway
North Vancouver, BC V7K 2H4

Fraser Valley

Wednesday, 4:00–6:15 PM

Maddaugh Elementary
19405 76 Ave
Surrey, BC V4N 6C6

Vancouver

Thursday, 4:00–6:15 PM

Martin Luther Church – Educational Building
505 E 46th Ave
Vancouver, BC V5W 2A2

Online Lessons

Online lessons are scheduled in consultation with the teacher and the school.

3.5. School calendar

The 2026–2027 school year runs from September 8, 2026, to June 20, 2027. The school calendar below provides an overview of the lesson weeks. Please note that the calendar is subject to change. The most recent version of the calendar can always be found on the De Esdoorn website: [School Calendar](#).

Parents will be informed of any changes during the school year via email by the school principal or teachers.

Group lessons on Location

- North Shore: **Tuesday** 4.00- 6.15 pm
- Fraser Valley: **Wednesday** 4.00- 6.15 pm
- Vancouver: **Thursday** 4.00- 6.15 pm

Calendar

Lesson Week	North Shore	Fraser Valley	Vancouver	Comments
1	8 September 2026	9 September 2026	10 September 2026	First day of school
2	15 September 2026	16 September 2026	17 September 2026	
3	22 September 2026	23 September 2026	24 September 2026	

4	29 September 2026	30 September 2026 NO CLASSES	1 October 2026	30 September: National Day for Truth & Reconciliation
5	6 oktober 2026	7 October 2026	9 October 2026	
	3 October 2026			1st Culture day - Children's Book Week
6	13 October 2026	14 October 2026	15 October 2026	
7	20 October 2026	21 October 2026	22 October 2026	
8	27 October 2026	28 October 2026	29 October 2026	
9	3 November 2026	4 November 2026	5 November 2026	
10	10 November 2026	11 November 2026/NO CLASSES	12 November 2026	11 November Remembrance Day
11	17 November 2026	18 November 2026	19 November 2026	
	14 November 2026			2nd Culture day - Sinterklaas
12	24 November 2026	25 November 2026	26 November 2026	
13	1 December 2026	2 December 2026	3 December 2026	
14	8 December 2026	9 December 2026	10 December 2026	
15	15 December 2026	16 December 2026	17 December 2026	
	20 December 2026			Start Winter break - no classes
	3 January 2027			End Winter break - no classes
16	5 January 2027	6 January 2027	7 January 2027	
17	12 January 2027	13 January 2027	14 January 2027	
18	19 January 2027	20 January 2027	23 January 2027	
19	26 January 2027	27 January 2027	28 January 2027	
20	2 February 2027	3 February 2027	4 February 2027	
	6 February 2027			3rd Culture day - Skating
21	9 February 2027	10 February 2027	11 February 2027	
22	16 February 2027	17 February 2027	18 February 2027	
23	23 February 2027	24 February 2027	25 February 2027	

24	2 March 2027	3 March 2027	4 March 2027	
25	9 March 2027	10 March 2027	11 March 2027	
	15 March 2027			Begin Spring break - no classes
	28 March 2027			End Spring break - no classes
26	30 March 2027	31 March 2027	1 April 2027	
27	6 April 2027	7 April 2027	8 April 2027	
28	13 April 2027	14 April 2027	15 April 2027	
29	20 April 2027	21 April 2027	22 April 2027	
	17 April 2027			4th Culture day: King's Day
30	27 April 2027	28 April 2027	29 April 2027	
31	4 May 2027	5 May 2027	6 May 2027	
32	11 May 2027	12 May 2027	13 May 2027	
33	18 May 2027	19 May 2027	20 May 2027	
34	25 May 2027	26 May 2027	27 May 2027	
	5 June 2027			5th Culture day: Surprise Day
35	1 June 2027	2 June 2027	3 June 2027	
36	8 June 2027	9 June 2027	10 June 2027	
37	15 June 2027	16 June 2027	17 June 2027	Last school day

4. Who is Who

4.1. School Board

The board of De Esdoorn for the 2026–2027 school year consists of the following members:

Function	Name	Special responsibilities	Contact
Chair		Ambassador Role	bestuur@esdoorn.ca
Secretary	Sarah Caines	Documentation	bestuur@esdoorn.ca
Treasurer	Ellen Hermans	Payroll Financial Policy and implementation	penningmeester@esdoorn.ca
Board member	vacant	Webmaster Ext. Communications marketing, social media	
Board member	Angelique Bickers	HR, Personnel	hr@esdoorn.ca
Board member	Junie Brayley	Education	junie.brayley@esdoorn.ca
Board member	Sandra Van Ark	Allround boardmember	sandra@esdoorn.ca
Board member	Harri De Wijze	Allround boardmember	harri.dewijze@esdoorn.ca
Board member			

4.2. Administrative and operational team

The administrative and teachers' team for the school year of 2026-2027 consists of:

Function	Name	Taken / Groepen	Contact
School principal	Marianne Cauwels	Operationeel director	info@esdoorn.ca 778-871-7038
Head teacher	Tineke Van De Sompel	Oversight of education, leads teaching staff Teaches Groups 3–8 and Secondary Education	hoofdleerkracht@esdoorn.ca
Teacher	Iris Siekman	Groups 3 and 4	iris@esdoorn.ca

Teacher	Arno Hazekamp	Toddler group	arno@esdoorn.ca
Teacher	Mar-Claire van de Heuvel	Secondary education Adult education	mar-claire@esdoorn.ca
Teacher	Eurydice Macdonald	Online kids and adults	eurydice@esdoorn.ca
Teacher	Ines Djafarian	Group 3	ines@esdoorn.ca
Teacher	Ylene Sijnesael	Toddler group	ylene@esdoorn.ca
Teacher	Emily Van Goethem	R3 kids	emily@esdoorn.ca
Teacher	Tamara Vincent	Group 3-8, R3 Kids, adults	tamara@esdoorn.ca
Office Manager	Angelique Ekkers	Administration	office@esdoorn.ca
Social Media Administrator	Elin Molenaar	Social Media Website maintenance	social@esdoorn.ca

4.3. Volunteer Team

Function	name	Tasks	Contact
Librarian	Linda Kuik	Management of a collection of 2000+ Dutch books and educational materials	bibliotheek@esdoorn.ca
Inventory Manager	Angelique Ekkers	Inventory management	info@esdoorn.ca
Chair, Events Committee	Julie Miller	Organising cultural days and school events	feestcommissie@esdoorn.ca

4.4. Meet our teachers and volunteers

We are proud of our volunteers and our educational team and are pleased to introduce them to you below:

(Headteacher)

Iris Siekman (Teacher)

My name is Iris Siekman and I have been living in Canada for the last 24 years. My husband and I originally settled in Ontario, where our two children were born. After four years, we moved to British Columbia, where we continue to enjoy living.

In the Netherlands, I worked as a speech therapist in special education, focusing on language development delays and disorders, articulation, alternative communication methods, and eating and drinking challenges.

In British Columbia, I currently work as an education assistant at a school in North Delta, supporting both English and French Immersion students with special needs. Two years ago, my

daughter and I completed the *Teaching English Abroad* course in Coquitlam, where I gained many practical ideas for teaching a second language to children.

Eurydice Macdonald (Teacher)

Hello everyone, my name is Eurydice Macdonald. I am married and the proud mother of two adult sons. Before moving to British Columbia, I worked for 23 years as a certified primary school teacher, teaching various classes and combination groups.

I have always taught with great pleasure and passion, as I believe it is essential to give every child individual attention and to support their optimal development. As a team, it is important to consider each child's abilities and learning needs and adapt our teaching methods accordingly.

I am very much looking forward to teaching again at De Esdoorn this year and hope that together with parents and colleagues we can create an enjoyable and educational school year for the children.

Ines Djafarian (Teacher)

My name is Ines, and I was born and raised in Antwerp, Belgium, where I also completed my studies. At the age of 18, I moved to Vancouver with a permanent residence card. I initially worked as a receptionist and shop assistant at Skoah, where I quickly became a location manager. Two years later, I transitioned into a role as office manager at a strata management company in downtown Vancouver.

I married in the summer of 2019 and am now a proud mother of two sons—future De Esdoorn students! As a teenager, I led many horse camps at a riding stable, and I still enjoy horseback riding in Vancouver. Since becoming a mother, I have taken a strong interest in educational methods, including Montessori education.

I grew up in a family that values bringing out the best in oneself and in others. This is something I aim to continue at De Esdoorn, a place where learning is enjoyable and children feel encouraged to grow.

Mar-Claire van den Heuvel (Teacher)

Hello! My name is Mar-Claire van den Heuvel. I was born and raised in the Netherlands and worked for over 20 years as a geography teacher and school mentor in (bilingual) secondary education. Since 2021, I have been living in Canada with my husband and three children.

Here, I successfully completed a degree in English Language and Literature. Since 2023, I have worked as a recruitment manager at a university in Edmonton, leading a team of recruiters and student ambassadors, organising recruitment events, and travelling internationally for student recruitment. A super fun job!

Recently I connected with De Esdoorn to teach Dutch lessons. Language has always played a central role in my work and interests: teaching in bilingual education, volunteering as a language buddy for a Syrian refugee family in the Netherlands, and now in the French lessons I'm currently taking. I know how quickly a language can fade without regular practice, which is why I am very much looking forward to teaching online Dutch lessons to De Esdoorn students.

Emily Van Goethem (Teacher)

My name is Emily Van Goethem and I was born and raised in Antwerp, Belgium. I hold a Master's degree in Business Engineering, a degree that combines elements of industrial techniques and business management. Although my professional career led me into consultancy—where I currently work as a Senior IT Consultant/Lead—I have always had a passion for teaching, particularly mathematics, and enjoyed tutoring my younger sister while growing up.

I moved to Vancouver five years ago and quickly fell in love with the city. Because I'm able to speak Flemish with family and friends here, this helps me stay connected to my roots. I am also a proud aunt to two nephews and love teaching them Flemish whenever I can.

As someone with ADHD and dyslexia, school was not always easy. Over time, I learned how to work with my strengths and develop strategies to succeed—experiences that strongly shape my approach to teaching. I understand that every child learns differently and that patience, creativity, and encouragement make a real difference.

Although I am relatively new to classroom teaching, I find it incredibly rewarding to see children grow in their learning journey and discover the joy of language. I am very happy to be part of the De Esdoorn team.

In my spare time you can find me engrossed in books, technology or puzzles. I very much look forward to getting to know the students and families of De Esdoorn.

Tamara Vincent (Teacher)

My name is Tamara, and I was born and raised in Amsterdam, the Netherlands. After many journeys and moves, I have been living in Vancouver since 2015 with my partner and daughter. Our son was born here shortly after our arrival.

I have been involved with De Esdoorn since 2017, first as a teacher, briefly as a board member, and also as the parent of two children who are fully bilingual, thanks in part to learning the Dutch language at De Esdoorn.

In the Netherlands, I studied Educational and Child Support Services and Educational Sciences. In Canada, I obtained my teaching certification for elementary education at University of British Columbia.

In addition to teaching at De Esdoorn, I have taught at schools in Vancouver, worked as a Dutch teacher at an international school in Utrecht, and taught Dutch at an NOB school in France. At the moment, I also work as a school counsellor in secondary education in Vancouver.

Teaching children the Dutch language and culture in a fun and engaging way that connects to their world is something that brings me joy every time. I truly enjoy hearing and seeing my students play together in Dutch and Flemish, and helping them discover the nuances of the Dutch language. I look forward to meeting you in the classroom or during one of our culture days!

Ylene Sijnesael (Teacher)

My name is Ylene. I was born in the Netherlands and moved to North Vancouver in August 2025. I completed my training in social work and worked for 10 years in child psychiatry, where I

thoroughly enjoyed supporting children between the ages of 4 and 12. Part of my work included helping children with their schoolwork.

I strongly believe that children learn best in their own way. It is important to me that every child can be themselves and that attention is given to each child's strengths and possibilities. My strength lies in making genuine contact with children and connecting with them at their individual developmental level.

Outside of work, I am an active person. I enjoy playing field hockey and love exploring the beautiful environment here in British Columbia. I often go into nature with my camera and a friend for a nice hike.

I currently work four days a week at a primary school in North Vancouver, focusing on outdoor education, and I am very excited to also work as a teacher at De Esdoorn.

Arno Hazekamp (Teacher)

Hi, my name is Arno Hazekamp and I was born in The Netherlands, close to the city of Utrecht. I moved to Leiden for University, where I studied biology and pharmacy. After my PhD, I started my career as a scientist focused on the medicinal effects of plants. During those years I worked with many international students, and I was able to help some of them with learning Dutch, their funny new language. Also my current Canadian partner learned to speak Dutch when she lived with me in Leiden for several years. After her classes we often discussed the language, culture and history of The Netherlands.

As a scientist, I have organized many classes and courses, and I did a lot of public speaking at the conferences I attended. We don't have children of our own, but I love spending time with nieces, nephews, and our friends' kids. It gives me great joy to explore the wondrous world of children, and like to search for answers when they want to know how the world works.

My partner and I moved to Vancouver in late 2024, where I started a new career as a woodworker. So far, I have worked on interesting projects for 2 wood workshops, and I started my own handyman business.

Here in Canada I would like to develop new talents, and grab new opportunities with both hands. One of those new opportunities is that I became a teacher at De Esdoorn. I'm looking forward to having a great time with the students in my class.

Linda Schwab Kuik (Librarian)

My name is Linda Schwab Kuik, and I was born and raised in the far north of the Netherlands. During my studies, I met my Canadian husband, and in 2001 we moved to Vancouver. Both of my daughters attend De Esdoorn.

I was delighted to learn that there was a Dutch school in Vancouver and one of the main reasons for enrolling my daughters was the school library. Dutch children's books are difficult to find in Canadian bookstores. I now feel privileged to manage our growing library of more than 2,000 titles. Each week, it is a joy to see students take books home to support their Dutch language development.

If you would like to borrow Dutch children's books or donate Dutch-language literature, please contact me at bibliotheek@esdoorn.ca.

Julie Miller (Chair of the event committee)

Angelique Ekkers (office manager and Inventory manager)

Since 2010 I've lived in Vancouver, Canada. I was born and raised in the province of North Holland in the Netherlands and together with my spouse, we relocated here. We now have a son, and that's how we got involved with De Esdoorn for Dutch language and culture classes.

Thanks to the growth of De Esdoorn I was given the opportunity to start working as an office manager. Behind the scenes, I handle a variety of tasks, especially in financial administration. I support the board and help out with communications and various events.

I am grateful that we can be part of De Esdoorn. This warm and vibrant community allows us to maintain and pass on our Dutch language and both Dutch and Belgian culture. Everyone is welcome, so I'd say: Come join us - it's 'Gezellig'

Elin Molenaar (Social media administrator)

Hi! My name is Elin Molenaar. I was born and raised in the Netherlands, but fell in love with Canada at a young age after several family members moved abroad.

In 2017, I lived in the Greater Vancouver area for nine months, and in 2019 I made the move permanent. After completing my journalism studies at BCIT, I found my passion in the non-profit sector—using my storytelling skills to make a difference in a constantly changing world.

I am very excited to use my skills as social media administrator at De Esdoorn and to share the wonderful work we do with the community. Community means everything to me, and I hope you are just as excited to be part of our De Esdoorn community as I am.

5. Registration and tuition fees

5.1. Tuition fees

Tuition fees are primarily used to cover teacher salaries, rental of teaching locations, educational materials, and mandatory liability insurance. Timely payment is essential to ensure these obligations can be met, and we therefore kindly ask parents to pay the tuition fees on time.

The tuition fees for the 2025–2026 school year are as follows:

Group Lessons - School year September to June (all locations and online)

	Early Registration Fee*	Regular Fee	Employer paid fee
Toddler & Kindergarten (in person)	\$1370	\$1690	\$2460
Primary & Secondary Education (in person)	\$1690	\$1910	\$3430
Primary & Secondary Education – 2 hrs/lesson online	\$1690	\$1910	

Voortgezet onderwijs 2 uur/les (online) en 2.25 les(in persoon)	\$1690	\$1910	
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* Early registration applies to enrolments completed before **1 July 2026**.

Private and semi-private Lessons (online)

	1 student per teacher		2 students per teacher		3 students per teacher	
	Package of 5 lessons	Package of 10 lessons	Package of 5 lessons	Package of 10 lessons	Package of 5 lessons	Package of 10 lessons
1 hour/lesson	\$394.75	\$756.5	\$236.25	\$472.5	\$184.5	\$368
1.5 hours/lesson	\$607	\$1101.75	\$362.75	\$707.25	\$284	\$551.5

Adult lessons

Several course packages are available for adult learners. More information can be found on the [De Esdoorn website](#).

5.2. Admission Policy

De Esdoorn welcomes students from 2.5 to 18 years of age and also offers lessons for teenagers and adults.

Children from the age of 2.5 are welcome, provided they are able to use the toilet independently. If this is not yet the case, parents are asked to remain available outside the classroom to assist their child when needed.

If it is difficult for a child to participate in group lessons, parents are encouraged to contact the school principal, Marianne Cauwels. We aim to provide every child with the opportunity to attend De Esdoorn. If we are unable to offer an appropriate learning environment, we will actively assist in exploring suitable alternatives.

Adults and teenagers who wish to learn Dutch—whether for travel, family reasons, employment, studies or personal interest—are also welcome at De Esdoorn. The most suitable format (group, semi-private, or private lessons) will be discussed with the teacher.

Students may enter secondary education up to the age of 18 (reference date: **1 October** of the relevant school year). Intake is possible in **September** and **January**. When a student speaks, understands, and can read Dutch, and is no more than two years behind the level in the Netherlands, the student can begin with Nieuw Nederlands. If the student does not yet have sufficient command of Dutch, the student will start with Plein16.

5.3. Registration Procedure

All students must be registered via the online registration form available on the De Esdoorn website: www.esdoorn.ca, under *Enrolment* (top right).

If your child is attending De Esdoorn for the first time, the head teacher will contact you for a short intake conversation. The head teacher determines the appropriate class placement.

The Dutch language proficiency of new students must meet the required standards. If no records are available from a previous NTC school, level assessments will be conducted to determine whether the student's proficiency matches the class level.

A digital student file is maintained for each student from the moment of enrolment. This allows teachers to closely monitor progress. These records (registration forms, assessment results, action plans, etc.) are retained for up to five years after a student leaves the school.

Students who successfully complete Grade 7 or 8 may progress to secondary education.

If you have any questions regarding the registration procedure, please contact info@esdoorn.ca

5.4. Payment of Tuition Fees

After registration, the treasurer will issue an invoice for the registration deposit. This deposit is non-refundable and serves as a partial payment toward the total tuition fee.

The registration deposit can be paid:

- by cheque, payable to *De Esdoorn*, or
- by e-transfer to penningmeester@esdoorn.ca

If the registration deposit is not received by the specified due date, the registration will be considered incomplete and will be cancelled automatically.

Individual payment plans may be arranged in consultation with our office manager by contacting office@esdoorn.ca. An administrative fee of \$25 applies when a payment plan is set up.

For late payments or for cheques that cannot be processed, additional administrative fees will be charged. These fees amount to \$50 per outstanding payment.

Unfortunately, tuition fees cannot be refunded for lessons missed due to holidays, illness, or other absences.

5.5. Cancellation Policy

If you need to cancel a registration, we kindly ask you to inform the school as soon as possible by email via info@esdoorn.ca, addressed to the School Principal.

If no written cancellation is received, a cancellation fee of \$50 per registration will be charged.

We plan our courses based on the registrations received. Changes in enrolment numbers may affect class organisation and staffing.

Full School Year Classes

If you decide not to let your child/student attend the lessons after registering, and you do not inform the school by email, either upon receipt of the invoice or at the start of the school year, a cancellation fee of \$50 per student will apply.

By enrolling, we assume that your child/student will participate for the entire school year as we plan our class compositions on the registrations received.

We understand that exceptional circumstances may arise that require a student to withdraw before the end of the school year, such as serious illness or relocation back to the Netherlands or Belgium. In such cases, we kindly ask you to contact the School Director in writing as soon as possible via info@esdoorn.ca

Private Lessons / Adult packages/ Lesson Packages / Summer Camp

If you register yourself or your student, but decide not to proceed with participation, and you do not inform the school by email (upon receipt of the invoice or at the latest by the start of the lessons), a cancellation fee of \$50 per student will be charged.

5.5. Absence Policy

Attendance at De Esdoorn's NTC (Dutch Language and Culture) classes is not optional. We expect students to attend all lessons.

We understand that many of our students participate in other after-school activities alongside De Esdoorn, which may sometimes lead to scheduling conflicts. However, missing lessons can result in learning gaps compared to the rest of the class. We therefore strongly encourage parents to limit absences as much as possible.

If your child is unable to attend a Dutch lesson, please inform the teacher as soon as possible, preferably before 12:00 noon on the day of the lesson. We kindly ask you to do this by sending a message to the teacher via the class WhatsApp group.

If a student does not attend a lesson without prior notice, the teacher will contact the parents as soon as possible after the lesson. In case of frequent absences, the teacher will consult with the parents to find a suitable solution to minimise learning delays. This may include paid catch-up lessons or additional homework assignments to be completed.

Occasionally, students arrive late to class. This not only affects the student's own learning time, but also causes disruption for the rest of the group. We therefore ask parents to ensure that students arrive on time for their lessons.

Children taking private lessons must notify their absence at least 12 hours before the start of the lesson; otherwise, the lesson will be charged.

For more information on what to do when your child is ill and unable to attend classes, please refer to 'Procedures – Reporting Absence and Illness'.

6. Education

6.1 Dutch Language and Culture (NTC) Education

De Esdoorn provides Dutch Language and Culture (NTC) education, which means a minimum of 120 contact hours per school year for students in NTC levels R1, R2, and R3 (ages 2.5 to 16 years).

In addition to weekly lessons, the school organises five cultural and theme days each year. These days have clear educational objectives and are an integral part of our curriculum. They are intended for all students and form part of the total educational programme. Participation is mandatory, and students must be reported absent if they are unable to attend. Absence will be recorded as such.

Homework is an important component of our curriculum. In Groups 1 and 2, homework mainly focuses on early literacy, reading aloud together, and watching educational videos. From Group 3 onwards, students begin independent reading and receive several weekly homework assignments. **We expect each student to spend approximately one hour per week on homework at home.**

6.2 Organisation of Education According to NTC Levels

When organising our classes, we carefully consider differences in students' language levels, as well as the availability of teachers and teaching assistants. NTC education is characterised by a wide diversity in ages and language proficiency. Our educational structure therefore takes the different NTC pathways into account.

NTC Stream 1

The student receives the same Dutch language education as students in schools in the Netherlands or Flanders. The student follows the same educational program at the same pace as in the Netherlands or Flanders. This includes reading, writing, vocabulary, speaking, listening, and conversational skills.

NTC Stream 2

The student receives the same Dutch language education as students in schools in the Netherlands or Flanders. The student works towards the same level, but reaches it at a later stage than students in the Netherlands or Flanders. This is due to the influence of other languages the student is learning and speaking. It is also because Dutch is generally spoken and heard less frequently abroad than it would be if the student were living in the Netherlands or Flanders.

NTC Stream 3

The student learns Dutch as a new (foreign) language because Dutch is not spoken at home. The focus is mainly on learning to communicate in Dutch. The student learns to understand and speak the language at a basic and practical level.

6.3. Teaching in Practice

At De Esdoorn, children follow a shared curriculum within their class, but also work in smaller groups with peers who have a similar Dutch language level whenever possible.

All activities are based on the teaching methods used at De Esdoorn and are aligned with the Dutch national language learning objectives as set by the Ministry of Education, Culture and Science (OCW). These learning objectives provide a guideline for what students should know and be able to do by the end of primary school.

Certain themes are covered across all groups, such as seasonal events (Sinterklaas, King's Day, and the Children's Book Week). Your child's teacher keeps parents updated about the current theme so that you can also support learning at home. Each week, after the lesson, you will receive information about the lesson and homework for the following class.

Teaching in Practice: Toddler Group (2.5 - 4 years)

Curriculum:

Students in the toddler group (2.5 years until 4 years old) are introduced to the Group 1 Dutch primary school curriculum and toddler class 1 and 2 in Belgium. With the help of the curriculum developed by De Esdoorn, and theme-based activities, students are playfully supported in developing their Dutch language skills, and their vocabulary is expanded through social play.

Monitoring Development:

Toddler progress is tracked using an observation tool, completed twice per school year (February and June).

- Parent-teacher meetings are held in October and February.
- At the end of the school year, parents receive a report from the observation tool. Additional meetings with the teacher can be scheduled upon request.

Teaching in Practice: Kindergarten (Group 1 and 2, ages 4 - 6)

Curriculum:

The kindergarten group is equivalent to Group 1 and 2 in the Netherlands or the three kindergarten years in Belgium. The students in the kindergarten group at De Esdoorn are between 4, 5, and 6 years old. In the kindergarten group, a curriculum created by De Esdoorn is used. Since toddlers and kindergarten children usually spend three years in the group, we work with a curriculum A, B, and C. This ensures that children receive a different lesson focus each year, while the learning goals remain the same.

For children who are assessed by the teacher as ready to transition to Grade 3 the following year, preparation for this transition starts in January. Here, five key areas of language development are central:

1. Developing young children's use of language
2. Expanding vocabulary
3. Introducing children to books and stories
4. Raising awareness of language forms

5. Exploring the functions of written language

Monitoring Development:

Kindergarten progress is tracked using observation tool, completed twice per school year (February and June).

- Parent-teacher meetings are held in October and February.
- At the end of the school year, children receive a report from the observation tool, and parents may request a meeting with the teacher if desired.

Teaching in Practice: Primary School (Group 3 - 8)

Curriculum:

The primary school group consists of students at the level of Grade 3 through Grade 8. In the Netherlands, this is referred to as primary education, and in Belgium as primary school.

Group 3 focuses on the basics of reading and writing in Dutch, using the method 'Veilig Leren Lezen' (Safely learning to read) (KIM version). This method includes 12 themes, each with a separate reading book and a workbook. Lessons focus on speaking, reading, listening, vocabulary, and spelling. To develop reading comprehension, the program 'Nieuwsbegrip' (News Concept) is used.

Groups 4–8 use the method 'Taal Actief 5' (Active Language), specifically designed for these grades. Comprehension skills continue to be developed using 'Nieuwsbegrip'.

In our lessons, we use Explicit Direct Instruction (EDI) and the 'Flipped Classroom model'. In practice, this means:

Students receive instruction during the lesson, the learning objectives are discussed, and the new material is explained. After that, they complete a few assignments, may receive additional or extended instruction and feedback, and then continue practising the material at home.

Students in the middle grades also receive weekly homework assignments related to the theme being studied. When planning lessons, teachers keep the following principles in mind:

- Focus on language skills: listening, speaking, reading, and writing—learning Dutch through practice.
- Lessons are designed to connect with the students' daily lives and experiences. Classroom interaction is emphasized to encourage listening and speaking skills.

In addition, lessons are differentiated based on students' level, pace, and interest. Upper-grade students receive additional assignments aligned with the week's lessons.

The primary school curriculum includes Dutch and Belgian culture, traditions, history, and current affairs. Other important topics such as major cities, holidays, and national customs are introduced through both projects and thematic activities, always considering the students' perspective.

Monitoring Progress:

How students' development is tracked is described in Chapter 7: Monitoring Student Progress at School.

Teaching in Practice: Secondary Education (The Netherlands: Secondary education 1, 2, 3 en 4 - Belgium: Humaniora grades 1 - 2)

Curriculum:

At De Esdoorn, the secondary program teaches students in NTC streams 1, 2, and 3, focusing on developing responsibility for their own learning. Students are expected to participate actively in lessons, complete assignments, do homework, and read literature in Dutch independently.

The lower secondary program emphasizes the communicative function of the Dutch language, while also addressing cultural and literary aspects. Students work on expressing themselves clearly and correctly, both orally and in writing, with attention to spelling, grammar, sentence structure, and vocabulary development.

Therefore we practice oral presentations and work on writing stories, poems, and other texts that are followed by discussions and debates based on students' work.

We encourage parents to support young teens by ensuring they read and listen to Dutch regularly at home.

For students considering studying in the Netherlands and aiming to achieve a Dutch diploma or certificate, it is essential to maintain or improve their Dutch language skills. Lessons are designed to provide varied and engaging ways to develop language proficiency. Besides the focus on varied language skills, youth literature and Dutch/Belgian culture form an important part of the curriculum.

Upon completing the secondary program, students can take one or more CNaVT (Certificate Dutch as a Foreign Language) exams, which are internationally recognized certificates of Dutch proficiency.

The Dutch curriculum for secondary students focuses on ten broad objectives:

- Students express themselves clearly in oral and written Dutch
- Students follow conventions of spelling, grammar, and vocabulary, and understand their importance
- Students learn to use strategies to expand their vocabulary
- Students learn to use strategies to gather and interpret information from written and spoken texts
- Students learn to search for, organize, and evaluate information from written and digital sources for personal and group use
- Students learn to participate in group discussions, planning, and decision-making
- Students learn to give oral presentations
- Students learn to read stories, poems, and informational texts that match their interests and broaden their experiences
- Students learn to systematically plan and execute language activities (speaking, listening, reading, writing)
- Students learn to reflect on their own use of language and to adjust based on self-assessment and feedback from others

The primary method used is “Nieuw Nederlands” (New Dutch), with an online license provided to students (paper copies are available on request). This method emphasizes increasing the enthusiasm for reading, appreciation for language and expression, while using age-appropriate topics. The curriculum is complemented with materials for speaking, reading comprehension, spelling, grammar, language reflection, and youth literature, with the aim of building a strong language foundation.

For R3 students learning Dutch as a foreign language, the methods “*Hotel Hallo*” or “*Plein 16*” (Square 16) are used. Once their Dutch reaches a sufficient level, they transition to ‘*Taal Actief 5*’ or ‘*Nieuw Nederlands*.’

Homework Policy:

In secondary education, the homework load depends on the learning objectives being pursued. Students can take the CNaVT exam from the age of 16. This is an official assessment that students can take if they wish to study in the Netherlands or Belgium. When parents/students choose this pathway, we adapt our teaching accordingly. In the year the student takes this exam, the homework in the final months before the test is mainly focused on practising for the CNaVT exam.

Monitoring Development:

How secondary students’ development is monitored is described in Chapter 7: Monitoring Student Progress at School.

6.4. Cultural and Thematic Education

In addition to language lessons, De Esdoorn organizes several cultural and thematic days each year. These special activities support and complement the regular Dutch lessons and homework. They also help the school meet the required 120 contact hours per year. Participation in these activities is expected and mandatory for all students.

To strengthen the connection with the Netherlands and Belgium, students are introduced to typical Dutch and Belgian holidays, customs, and current events. These activities align with the learning goals for Dutch and Belgian culture as set by the Dutch Ministry of Education, Culture, and Science (OCW) And Flemish Ministry of Education and development. All classes experience a yearly cycle of cultural celebrations, including Kinderboekenweek (Children’s Book Week), Sinterklaas, and Koningsdag (King’s Day).

6.5. Library

Reading is a key focus at De Esdoorn. Reading and being read to are important tools for expanding your child's Dutch vocabulary.

Every week, our librarian, Linda Kuik, ensures that each student can take a book home to read. This allows students to complete their required reading homework in Dutch.

Through the school, you can apply for a free digital youth membership with the Public Library of Amsterdam Foundation (OBA).

Tip for middle and upper primary students: most Canadian schools accept reading a Dutch book as equivalent to 20 minutes of reading. This way, your child can complete both their Dutch and Canadian reading homework in one session!

6.6. Summer Camp

If there is enough interest, De Esdoorn organizes a summer camp, usually at the start of the official Canadian summer vacation.

Details about activities, costs, and logistics will be shared in the spring of the school year. If you are interested, please contact the school principal, Marianne Cauwels.

7. Monitoring Student Progress

7.1. Student Tracking System

Since the 2023/24 school year, De Esdoorn has been using an online student tracking system called **Questi** to keep records of student information and test results. Access is limited to the student's teacher, the head teacher, and the school principal.

7.2. Testing

To maintain high-quality Dutch language education in alignment with the NOB, students complete tests throughout the school year. Teachers use both method-based and non-method-based assessments.

Method-based assessments are part of the learning materials and check whether students have understood the content. Based on the results, students may receive extra exercises or review materials.

Non-method-based assessments measure how well students have achieved specific learning goals over a period.

This school year, the following assessments are used:

- *Reading Comprehension*: from group 4
- *Spelling Test*: from group 4
- Technical reading test (AVI): from Grade 5

Following recommendations from the Dutch education inspectorate, not all language-related tests are mandatory. This decision was made following a student population survey. The vocabulary test is optional and will be administered only if requested by parents.

The DMT, spelling and reading comprehension tests are conducted each year in January/February. If parents request the Vocabulary Test, it will be administered at the end of the year. All test results are recorded in the student tracking system and shared with parents in the year-end report or during parent-teacher meetings.

In secondary education, there is no legal requirement to administer standardized, method-independent tests. However, De Esdoorn chooses to do so, meaning that students in secondary education also take the DIA assessments.

Subject area	Learning goals	Methods and Materials	Didactic action in practice.
Technical reading	Develop fluent and accurate reading skills	Nieuw Nederlands 6th edition. Home reading books	Students practice reading texts and complete exercises. Each student reads at least 3 books per year
Reading comprehension	Continued reading: Understand complex words and texts	Nieuw Nederlands 6th edition Articles, newspapers, online texts	Students work on diverse texts from magazines, newspapers, online, etc. to improve comprehension and vocabulary
Oral language skills	Improve speaking and listening in various situations	Nieuw Nederlands 6th edition, book presentations	Time is created for children to actively engage in speaking skills. These sessions are held both individually with the teacher and in groups.
Language analysis	Gain insight into the structure of words, sentences, texts in Dutch language.	Nieuw Nederlands 6th edition, online worksheets	Various group and individual assignments are used. Online worksheets are also used where children can practice language development.
Writing and information processing	Be able to complete assignments with varied objectives	Nieuw Nederlands 6th edition, extra workbook exercises	Students complete varied writing assignments individually and in groups
Vocabulary	Expand and deepen word knowledge and vocabulary	Nieuw Nederlands 6th edition, reading books 4 Step Model: Preparation Semantic understanding Consolidation Evaluation	Words are introduced, practiced, and reviewed.
Spelling	Apply correct Dutch spelling	Nieuw Nederlands 6th edition, digital exercises	After oral instruction, students practice spelling digitally. Sometimes additional explanations/assignments will be given in addition to the Nieuw Nederlands method.

7.3. Reporting to Parents

There are three planned times during the school year when teachers communicate with parents about their child's progress:

October/November

As a first moment, teachers hold a brief 10-minute meeting with parents to give a verbal update on the student's progress so far and to discuss learning goals for the year. Parents will receive an invitation in advance.

January/February

After mid-year assessments, parents are invited to a second meeting to review test results and discuss the student's progress with the teacher.

June

At the end of the school year, parents receive a written report summarizing the student's achievements and progress toward the learning goals. If parents wish to discuss the report further, a meeting with the teacher can be arranged.

Parents can also request a meeting at any time if they have questions or concerns.

In addition, teachers provide weekly information summarizing the lesson and sharing the homework for the following week. Additionally, newsletters with school updates are sent regularly, and the latest information is always available on our website: www.esdoorn.ca

7.4. Support for Students with Specific Needs

De Esdoorn can provide additional support for students with specific learning needs. Due to the nature of the school, we will assess the form in which we can provide this care for each individual student. Support is tailored to each child and may involve external specialists or collaboration with the student's regular school in Canada.

7.5. Supporting Transitions to Schools in The Netherlands or Belgium

We aim to ensure a smooth transition for students moving to schools in the Netherlands or Belgium. Upon request, student records, assessment results, and other relevant information can be shared with the new school. Teachers can also communicate directly with the receiving teacher to discuss specific needs and support strategies.

8. The Role of Parents

8.1. Importance of Parental Involvement

Parental involvement is crucial for promoting Dutch language and Dutch and Belgian culture at home. We need your help with concrete support for educational activities and events. Your enthusiasm and motivation are essential to keeping the Dutch language alive in your child's daily life, especially given the enormous competition from English. Furthermore, the school greatly values your opinions, ideas, and comments regarding the school.

Parents and caretakers primarily want a safe and nurturing environment for their children, in which their children are taught to develop Dutch language skills. Your active engagement supports the success of the school and enhances the learning experience of all students.

We foster strong parent-school collaboration through open communication, invitations to participate in extracurricular activities, and by sharing information about school life and your child's progress.

8.2. Homework and Support

We recommend that, in addition to Dutch lessons and assigned homework, parents spend at least two hours per week supporting their child with the Dutch language. This can include, among other things, playing language games, reading Dutch books together, watching Dutch DVDs or TV programs or listening to Dutch music.

De Esdoorn has an extensive library of Dutch children's books. Every week, students can borrow a new book once they have returned the previous one. Teachers actively encourage and provide time for the children to use the library.

During the summer break, each student will also receive a book package to continue reading and practicing Dutch at home.

8.3. Books and Reading

Reading aloud is one of the most important ways to introduce children to a language. That is why one of our top priorities at De Esdoorn is to maintain a broad and extensive collection of Dutch books. Research shows that a child benefits enormously if 1000 books are read aloud to them before even starting school!

If you have modern Dutch books you would like to donate to De Esdoorn, please contact our librarian at bibliotheek@esdoorn.ca

Even if you have books you wish to keep, but that you feel could still be useful in class, please contact a teacher with the information.

If you are visiting the Netherlands or Belgium and have space in your luggage to bring some books back for De Esdoorn, we would greatly appreciate it. The school regularly orders new reading and learning materials, which then need to be transported (or shipped) to Vancouver

8.4. Parent Participation and Volunteering

The success of De Esdoorn depends on the active participation of parents and the commitment of volunteers. Each year, De Esdoorn organises several theme and culture days. To ensure the smooth running of these activities, parents are regularly invited to contribute throughout the school year.

Parents are expected to contribute approximately 2 hours of volunteer work per month. At the time of registration, parents can indicate their preference regarding volunteer involvement.

Parents may choose whether or not they wish to participate in volunteer work. If they prefer not to volunteer, a contribution of CAD 100 will be requested.

If parents choose to participate in volunteer work, they may select from the following areas of involvement:

- Library support
- Classroom assistance / reading support
- Organisation of events and culture days
- Support during events and culture days
- Fundraising
- Board membership

9. Quality Assurance

At De Esdoorn, we are committed to continuously improve the quality of education. Each year, we review our school plan, conduct self-evaluations, consult with the NOB, analyze test results, and hold evaluation meetings to identify concrete improvement goals for the following year. You can read more in our [Quality Plan](#).

9.1. Accountability for Educational Quality

As a Dutch school abroad, results are important, especially when compared to schools in the Netherlands and Belgium. This allows parents to see how well their child's education aligns with Dutch or Belgian standards. To ensure high-quality education, we use the following tools:

- Measuring performance: using both method-based tests and method independent tests (DIA tests).
- Classroom observations: monitoring teaching and learning in action.
- Teacher professional development: training and coaching to ensure high-quality instruction.
- Two yearly surveys: collecting feedback from both parents and teachers.
- Educational improvement plans, which are outlined in the School Plan.

Method-independent tests are repeated in every school year, enabling us to track each student's progress. In the 2023/24 school year, we began using an online student tracking system.

All test results and reports are recorded in the student tracking system. The school director oversees and manages the entire testing process. In the spring, test results are shared at the school level with the board and with parents.

9.2. Stichting Nederlands Onderwijs in het Buitenland (NOB)

The Stichting Nederlands Onderwijs in het Buitenland (NOB) (Foundation for Dutch Education Abroad) supports Dutch schools abroad in all stages of their development. It acts as a link between the Dutch Ministry of Education, Culture and Science (OCW), the Belgian Ministry of Education and Training, and Dutch schools overseas.

De Esdoorn has been a member of NOB since March 2019, ensuring strong alignment with Dutch and Belgian education standards. NOB supports Dutch schools abroad by providing specialized documents, annual professional development, and practical guidance. The organization also offers targeted advice on governance and educational matters.

For more information, you can watch this video [Over NOB](#). (Only available in Dutch)

10. Procedures at De Esdoorn

10.1. Placement of New Students

When parents or guardians are interested in enrolling their child(ren), an intake meeting is scheduled with both the child and the parents. During this meeting, we aim to gain a clear understanding of the child and their level of Dutch language proficiency.

If appropriate, the student may then attend a trial lesson in one of the groups. Based on the intake and trial lesson, the school will decide whether placement is possible and which existing group best fits for the student.

10.2. Complaints Procedure

Questions, concerns, or complaints should preferably be discussed first directly with the person involved. For example, if you have a concern about a teacher, we encourage you to speak with that teacher first.

If the issue is not resolved, the following **step-by-step procedure** applies:


- **Step 1:** Parents or guardians contact the teacher directly.
- **Step 2:** If no satisfactory solution is found, the matter is referred to the School Principal of De Esdoorn (Marianne Cauwels).
- **Step 3:** If mediation by the School Principal does not resolve the issue, it is referred to a member of the Board.
- **Step 4:** If necessary, the issue is referred to the full Board, which will review the situation and work towards a solution.

This structured approach ensures that concerns are handled carefully, transparently, and respectfully.

In some situations, it may be appropriate to involve a confidential person connected to the school. This person will consult with all parties involved and explore whether the concern or complaint can be resolved satisfactorily through mediation. A confidential person is appointed by the Board when needed.

If a complaint cannot be resolved through mutual consultation, or if the outcome is not satisfactory, parents may make use of the Complaints Procedure for Dutch Education Abroad through the Foundation for Dutch Education Worldwide (NOB).

For complaints related to sexual harassment or sexual misconduct, parents may also contact the specially appointed Confidential Inspector. For Dutch schools abroad this is the Central Reporting Office for Confidential Inspectors in the Netherlands, which can be reached via phone

 +31 76 524 44 77

Calls to this number will be forwarded to the appropriate reporting office.

NOB is affiliated with the National Complaints Committee for general independent education, which is part of the Disputes Committees for Independent Education partnership. A complaint can

be submitted here if the school and the complainant are unable to reach an agreement independently. All NOB-affiliated schools can make free use of the services of this complaints committee.

10.3. Procedure in case of Severe Weather

In the event of (expected) weather conditions that may make travel to school unsafe, parents will be informed by email or by phone whether lessons will take place.

If a lesson day must be cancelled due to circumstances beyond our control, a make-up day may be scheduled in June.

10.4. Reporting Absence and Illness

If a student is unable to attend class for any reason, parents are requested to inform the teacher in advance, preferably by email or on the day itself by whatsapp.

In the case of absence, it is the responsibility of parents and students to catch up on missed work. For students in the middle and upper grades, teachers can provide opportunities to copy workbook materials if needed. Unfortunately, it is not possible to offer individual make-up lessons.

Students receiving lessons under the 10-session package system must notify the teacher at least 12 hours before the lesson if they are unable to attend; otherwise, the lesson will be charged.

10.5. School Safety

Please refer to our School Safety Plan of each location:

Fraser Valley: [w 2026-27_ Veiligheidsplan Fraser Valley.docx](#)

North Shore: [w 2026-27_ Veiligheidsplan North Shore.docx](#)

Vancouver: [w 2026-27_ Veiligheidsplan Vancouver.docx](#)

Hygiene

The school follows clear hygiene standards. Simple and practical rules are in place for:

- cough and sneeze hygiene
- handwashing
- toilet hygiene

If you discover head lice in your child's hair, please inform the teacher as soon as possible, preferably before the lesson starts by email. This allows us to notify other parents if necessary. After appropriate treatment, your child may attend lessons as usual.

First Aid

De Esdoorn has access to basic first aid supplies, such as plasters and bandages. Neosporin is only administered with parental consent.

We aim to ensure that all teachers complete a First Aid/CPR course.

At present, there is at least one teacher per location who has successfully completed the course.

Pick-up Policy

Please inform your child's teacher if your child will be picked up by someone other than a parent or regular caregiver. In principle, children leave school only with their own parent(s) or caregiver(s). Without prior permission, we cannot allow a child to leave with another person.

Specific arrangements regarding where parents wait for students are made per class.

10.7. The School Premises

De Esdoorn rents facilities on a weekly basis at Martin Luther Church (Vancouver), Maddaugh Elementary School (Fraser Valley), and Lynn Valley United Church (North Vancouver). The use of these locations is subject to a number of rules.

Keeping the School Clean

De Esdoorn is a guest at each of these locations, and the spaces we use are also shared with other activities. It is essential that classrooms and common areas are left **exactly as we found them** at the end of the school day.

We kindly ask parents to discuss this responsibility with their children.

No Smoking Policy

Smoking is **not permitted anywhere on the premises** of any of our locations.

Parking

Parking is available on the grounds of the churches and the school. There are sufficient **free parking spaces** for parents and visitors.

10.8. Breaks and Snacks

During the lesson, there is a short break halfway through. Students may eat a snack brought from home. We recommend that your child brings something to eat, as well as a water bottle to stay hydrated.

Birthdays

If you would like to celebrate your child's birthday at school, please contact the teacher in advance. Treats are allowed, but please be mindful that some students may have allergies to certain foods, such as peanuts or nuts. The teacher of your child's class can provide guidance on safe options.

10.9. Personal Belongings

Below are a few guidelines to help ensure that children keep track of their personal belongings.

What can children bring to school?

All students may bring a backpack to school to carry their school materials. This backpack is used to transport items to and from school, including:

- The folder provided by the school (from Grade 1 onwards) for homework and important papers
- Workbooks for each lesson
- The Dutch language textbook, if it was taken home the previous lesson
- Books borrowed from the school library, once they have been read

Students are expected to bring these materials to every lesson as needed.

Labels

All items brought to school should also go home at the end of the day. To prevent items such as jackets or backpacks from getting lost, we kindly ask parents to **clearly label all belongings** with their child's name.

We also recommend checking that your child has all their belongings when you pick them up. If something does go missing, please inform the teacher as soon as possible.

11. Supporting De Esdoorn

De Esdoorn is a non-profit organization, and like all non-profits, we rely on additional support to continue growing and offering high-quality education. Support can take many forms, including:

- Financial donations
- Donations in kind
- Help connecting us with businesses
- Assistance with fundraising
- Other volunteer support

Thanks to financial contributions and the involvement of parents and volunteers, De Esdoorn can continue to grow while keeping tuition fees as affordable as possible. Your support is essential and very much appreciated—thank you in advance.

11.1. Financial Donations

We warmly invite Families and Friends of De Esdoorn to support the school financially with a donation of their choice. All donations are voluntary and are mainly used to purchase additional learning materials, expand the school library, and support the school's ongoing operational costs.

In recent years, donations have helped us purchase items such as a projector for teachers, promotional materials for events, and additional classroom resources. This support allows De Esdoorn to keep lesson costs as low as possible.

Donations can be made via [our website](#) or by e-transfer to penningmeester@esdoorn.ca with the reference "Donation". We greatly appreciate your support.

11.2. Donations

Our library is likely one of the best Dutch children's book libraries in Canada—thanks to generous donations of books and time. We are extremely grateful to everyone who has contributed.

If you or someone you know would like to donate books or other educational materials, please contact the school director at info@esdoorn.ca

11.3. Networking with Dutch and Belgian linked Businesses

Financial donations and in-kind support from businesses with Dutch and Belgian connections in our community are very welcome. If you have contacts in your network who may be interested in supporting De Esdoorn or learning more about our school, please feel free to refer them to:

- the school director: info@esdoorn.ca
- the board chair: bestuur@esdoorn.ca

11.4. Fundraising

At the end of the 2025–26 school year, a fundraising committee was established. This committee is represented by one board member, the school principal, and two volunteers. The purpose of the committee is to define priorities and explore whether these could add value to De Esdoorn.

The goal is to raise funds annually for specific school projects, such as school computers or iPads. If you have fundraising ideas, would like to help, or want to know about current school needs, please contact the school director. Thank you for your involvement!

11.5. Volunteers outside the De Esdoorn parent community

We are regularly looking for a suitable location for events, additional hands-on support during culture days and other events, help in the library, assistance in increasing our visibility, and many other forms of support that were not included in the registration options for parents. Small and short tasks can also make a meaningful contribution to the smooth running of the school. This also applies to individuals who are not directly connected to De Esdoorn, such as parents of students.

Support for the school can therefore also take the form of volunteer work. If you, or someone you know, would like to help the school grow, please contact the school principal, Marianne Cauwels, at info@esdoorn.ca