



School Learning Support (SLS), Inclusion and Diversity Policy

September 2023

Table of contents

1. Vision on support within DENISE	2
2. Support structure and tasks	3
2.1 Support structure	3
2.2 Internal employees and external partners	5
2.2.1 Internal employees	6
2.2.2 External partners	8
4. Our support options	10
5. Testing and examining students with a need for support	15
6. Training support	15
7. Assuring quality support	15
8. Overview of DENISE support	16
9 . Inclusion and diversity	20
Appendix 1: Absence protocol	23

1. Vision on support within DENISE

DENISE was founded in 2014 from the vision that every child, regardless of origin, skin color, language, gender, sexuality, culture, religion and/or disability, has equal opportunities for a wonderful school career in the Netherlands. Through our vision, approach and structure, we offer maximum opportunities to obtain a diploma in a good and pleasant school climate and to know enough about society to make a meaningful contribution. DENISE wants to be a school community in which differences are allowed to exist, in which students feel comfortable and in which our diversity is used to learn from. That does not mean that everything goes well, easily and automatically.

At DENISE we strive for social and educational inclusion in the classroom. We also pay attention to our super diversity. With 1000 students & 130 employees, together from 80 different countries, we have the world in the school every day. We see this diversity as a wealth. As a primary/secondary school from 4 to 18, in the metropolitan context of Amsterdam, we want to use super diversity in our school.

At DENISE we assume that students develop at their own level and pace. Some students need support with this. Within the student's development process, we meet the educational and support needs as much as possible. Where possible, this happens in the classroom and always in collaboration with the student and parents/guardians. Support therefore looks different for every student. In order to provide support in the classroom, we use a maximum number of students of 24. In this document we describe how DENISE provides support and what options are available for this. We use the same working method and vision within primary and secondary education.

2. Support structure and tasks

The support for students within DENISE is action-oriented and is provided by various employees. Below is a description of what the support structure within DENISE looks like and what the tasks and responsibilities of the various employees are with regard to support. Various network partners of the school are also described.

2.1 Support structure

At DENISE we work according to the principles of Action-oriented working. It starts with looking carefully at what a child needs to learn and develop. The working method helps us as a school to provide the right support to students, to engage the right people and to closely monitor how things are going and what the results are.

The method has five levels of support. This is often depicted with a pyramid. The higher the level, the more support and consultation is needed. The pyramid looks like this:

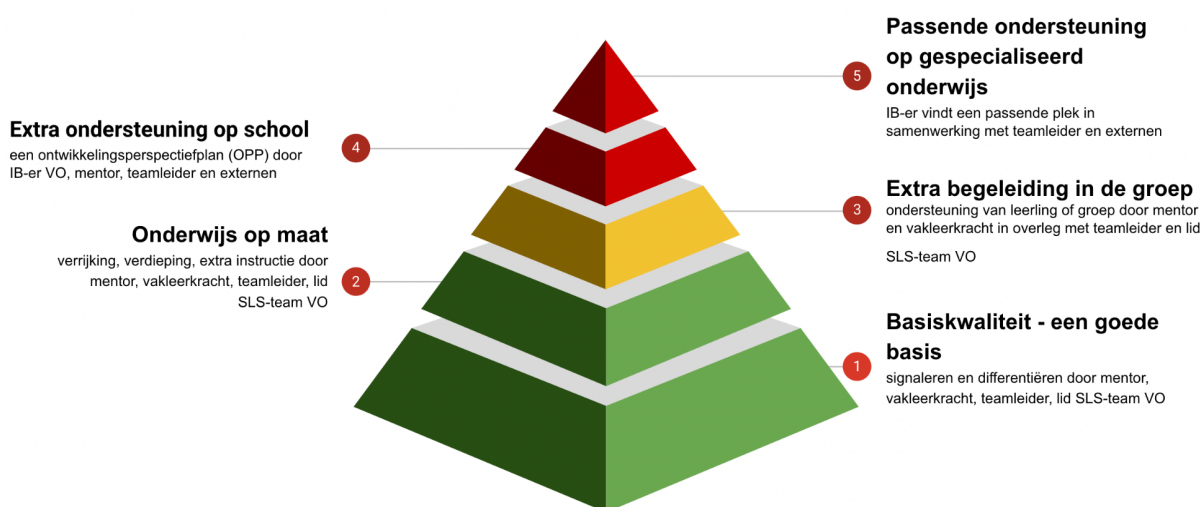


Figure 1: DENISE support structure

At our school, action-oriented working is reflected in the following step-by-step plan:

1: Identification of the student's educational support needs by teachers and mentors. There is differentiation (in groups) based on level, pace and assignments appropriate to the development and needs of the student.

2: There is differentiation (in groups) based on level, pace and assignments appropriate to the development and needs of the student. If necessary, an action plan can be drawn up with parents/guardians, containing briefly described goals and agreements.

3: An action plan for development and perspective (in Dutch ontwikkelingsperspectiefplan or OPP) is made together with parents/guardians and any external parties involved, in which goals are set and agreements are made. This is regularly evaluated.

4: An OPP is made together with parents/guardians and external partners are involved. Goals have been set in the OPP and agreements have been made about implementation. The implementation is intensive and is often done by external partners. The evaluation takes place regularly (at least every 6 weeks) with the student, parents/guardians, teacher/mentor, internal supervisor, department leader and external partners.

5: We ask the Partnership to look with us and to provide advice on where support can be provided. This is usually a specialized form of education, for example (secondary) special education (V)(SO) or special primary education (SBO).

Below is the step-by-step plan in a flowchart:

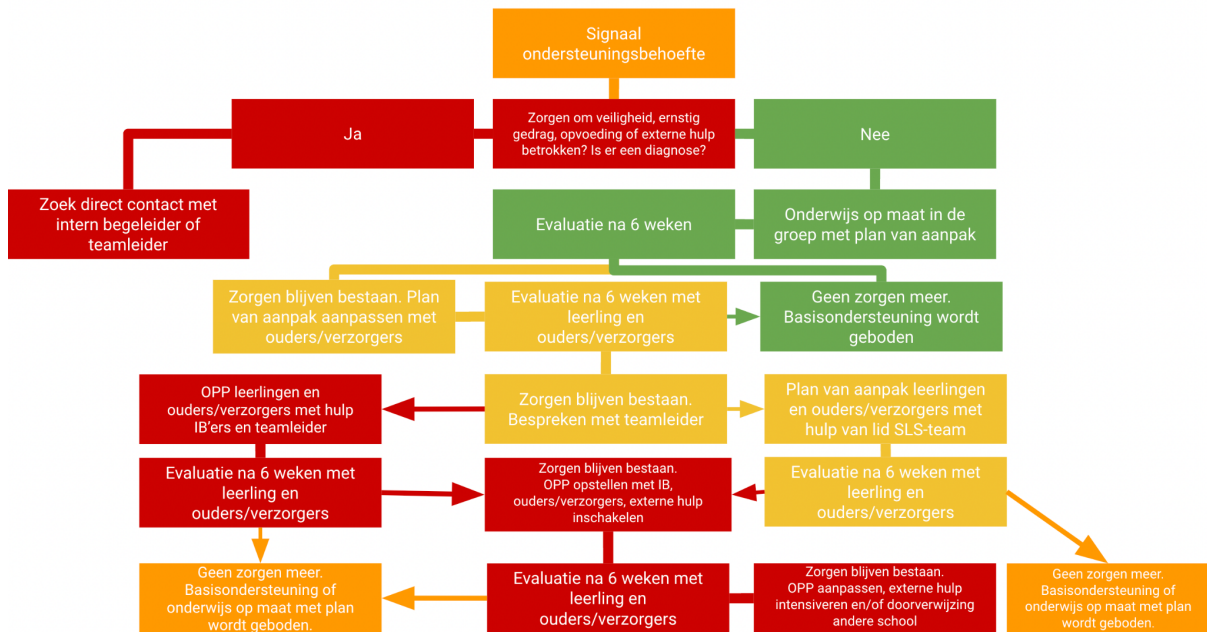


Figure 2. Flowchart of support for DENISE

We try to involve parents/guardians as early as possible so that they can think about help for their child. Even if parents/guardians have concerns about their child, we would like them to share these with the school. It is best for parents/guardians to report this to the mentor/group teacher. The mentor/group teacher can then determine how the student can best be supported in the classroom. If more support or knowledge is needed, the teacher/mentor will contact the internal supervisor. Parents/guardians may then be invited to discuss their concerns further. Parents can also seek help themselves, for example from their GP or the Parent and Child Team in their neighborhood.

2.2 Internal employees and external partners

Various DENISE employees and external partners work on the development of students every day.

2.2.1 Internal employees

Mentor/group teacher

The mentor/group teacher are primarily responsible for the learning of their students and their group. They monitor the development of the student and the group, identify support and educational needs, adapt their education accordingly and evaluate this regularly (see also Action-oriented Working, further in this document). This involves collaboration with other teachers, employees, students and parents/guardians. If this does not have the desired effect, or if there are support and educational needs that seriously hinder the development of students or that exceed the expertise and/or function of the teacher, they will discuss this with a member of the SLS VO team. or their department leader. In PO this is discussed with the Internal Supervisor.

Internal Supervisor for PO and VO

The Internal Supervisor, together with the department leader of Student Affairs and Educational Support, is responsible for the development, implementation, implementation and assurance of the support structure. The Internal Supervisor collaborates with employees, students and parents/guardians within the school and various network partners. The Internal Supervisor falls hierarchically under the Student Affairs and Educational Support department leader. The Internal Supervisor works together with the department manager of the relevant department, teachers and other partners to ensure that support for students is provided as optimally as possible.

The Internal PO Supervisor is the first point of contact for DENISE staff when it comes to supporting students who go beyond their responsibility and expertise. The Internal Secondary Education Supervisor is the first point of contact for secondary education department leaders in the same case. The Internal Supervisor also supports teachers in optimizing classroom management, the pedagogical climate and didactic skills. The Internal PO Supervisor is involved in the intake of new students. This is explained in Chapter 4. The Internal Supervisor is the first point of contact for network partners when it comes to supporting students within and outside the school.

School management

The principal is ultimately responsible for supporting students. The principal is supported by the vice-principal. Together they manage the school. Together with the department leaders of secondary education and primary education and the department leader of Student Affairs and Educational Support, they form the school management. The implementation of the

support lies with the Internal Supervisors, teachers, department leaders and other partners. The department head of Student Affairs and Educational Support is accountable to the management for the support and policy to be implemented and is the Child Abuse/Domestic Violence Attention Officer.

Confidential advisor

The confidential counselor organizes preventive activities aimed at preventing undesirable behavior and provides solicited and unsolicited advice to the school management about safety policy. The confidential counselor is the point of contact for students who are dissatisfied with the school but do not want/cannot discuss this with the teacher/mentor/school management. Parents/guardians can discuss complaints with the school board about which they do not want/cannot go to the school management (see complaints procedure on our website). DENISE employees who have complaints that they cannot discuss with the school management can make use of the confidential counselors of Esprit Scholen.

Anti-bullying coordinator

The anti-bullying coordinator responsible for monitoring and maintaining DENISE's bullying protocol, see protocol at our website.

Career counselor

Within DENISE, the career counselor mainly works in secondary education. The dean falls hierarchically under the department head of Student Affairs and Educational Support and supports students in choosing further education outside DENISE. The dean discusses with students and parents/guardians what options there are for further education after DENISE. The dean collects and analyzes data about inflow, throughflow and outflow (IDU) and success in further education.

Absence coordinator

The absenteeism coordinator within DENISE works exclusively in secondary education. The absenteeism coordinator checks the attendance of students, contacts the teacher, parents/guardians and/or students if necessary and, in consultation with the Internal Secondary Education Supervisor, reports students to compulsory education if there is a lot of absenteeism. Within DENISE, an Absenteeism Protocol is used in both primary and secondary education (see appendix 1). The absenteeism coordinator also provides a report to the Internal Secondary Education Supervisor and the department leaders about the attendance of students.

2.2.2 External partners

As a school we work together with a number of partners. This way we can provide good support to the students.

Partnership

To create a suitable educational place for every student, schools with regular and special education work together in regional partnerships. These partnerships receive money from the central government to provide extra support for the student. DENISE works with an educational advisor from the Partnership.

Parent and Child Team

This organization supports children and parents/guardians in raising and growing up. They listen and think along with parents/guardians and students. This can be done with the Parent and Child Teams in the neighborhood or the Parent and Child Advisor at the school.

Together they look at what is needed.

GGD Amsterdam Youth Health Care

The Youth Health Care of GGD Amsterdam is available for all children, young people and their parents/guardians. You can contact them for advice and support in growing up and raising children healthily. They provide vaccinations and monitor the development of children in Amsterdam and Amstelland from 4 to 18 years old. There is a youth nurse and youth doctor at the school for primary and secondary education.

Compulsory Education Amsterdam

The Compulsory Education Act protects the right to education of every child. Every child must have the opportunity to develop as optimally as possible so that the child can participate well in society later. Together with parents/guardians and the school, the attendance officer ensures that a child can go to school. Compulsory education checks whether everyone complies with the Compulsory Education Act: parents/guardians and those obliged to attend school. The attendance officer is an independent person employed by the municipality of Amsterdam and is affiliated with the school.

Youth workers in the school (secondary and upper primary primary)

Students can start a conversation about anything with the youth workers at your school. During the break, in the foyers or after school in the schoolyard.

Appropriate Education Supervisor Altra Educé (only secondary education)

Educé supports schools, teachers and internal supervisors in helping students. Every child is different and therefore needs something different. That is why they look at each individual situation in consultation with the internal secondary education supervisor.

Speech therapist De Praatmaat Groep

The speech therapist of Praatmaat Groep offers complete speech therapy care. Everyone can contact them for speech therapy help, from young to old. In the school they offer:

- Prevention
- Research
- Treatment
- Advice and guidance

Orthopedagogue in the classroom

The educational psychologist can, among other things, after consultation with the internal supervisor and parents/guardians, help with the following activities:

- Psychological and didactic research on students;
- Diagnosing and classifying disorders;
- Issuing statements (e.g. dyslexia);
- Treat students with learning and/or behavioral problems;
- Drawing up development perspectives (OPPs);
- Drawing up (group) action plans;
- Professionalizing and coaching the team on various themes.

4. Our support options

4.1 Intake

To achieve optimal learning, good cooperation between parents/guardians, school and student is necessary, see figure 4. This starts with a good intake.

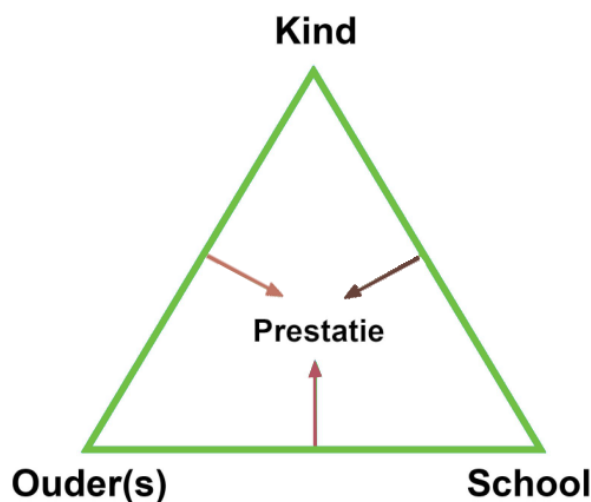


Figure 3. parent-school-child collaboration.

After registration of a student (via the form on the website or via Lottery and Matching) at DENISE, the Internal PO Supervisor or Department Manager for Student Affairs and Educational Support will start an investigation into the school's options for providing appropriate education to the student. The basis for this is the support profile of the school (can the school meet the educational needs of a student) and the current situation in the classes (size and group dynamics). The research consists of:

- Contact with the preschool/childcare attended (in case of influx of 4-year-olds). The Internal Supervisor makes an appointment with the pedagogical employee to discuss the toddler LOVS as a warm transfer, if possible in the presence of parents/guardians. The findings and the toddler LOVS are scanned and saved as a file in ParnasSys;
- Contact with the school of origin (in the case of lateral entry or if information from the previous school gives reason to do so);
- Discussion with student, parents/guardians and/or network partners (in the case of lateral entry or if information from previous school gives reason to do so).

The research time is six weeks from the moment of registration. In some cases this is extended by four weeks, bringing the total research duration to ten weeks. The Internal PO Supervisor or Department Leader for Student Affairs and Educational Support submits substantiated advice to the management, which makes a decision whether or not a child will enroll in school. If the student is not admissible, the school will inform parents/guardians. Together with parents/guardians, we look for a school that can meet the student's specific educational and support needs. More information in our admission policy, see website.

4.2 Planned and solution-oriented work on support

At DENISE we work systematically and think solution-oriented. This means that we try to create the most optimal possible learning conditions for every student from a positive attitude. The interests of the student and the group are both taken into account. If a suitable group cannot be created at DENISE to meet the learning needs of a student, we will look for a group outside DENISE where this is possible.

We work in a cycle of four phases: observing, understanding, planning and realizing, see figure 3. During this cycle, group and student discussions take place at fixed times. In the case of interim new development, the teacher goes through the four phases independently, so that he/she can adjust the education and/or call in the Internal Primary School Supervisor or Secondary Secondary Department Manager.

The teacher records this cycle in the student monitoring system in an action plan/action plan and places it in the Parnassys (PO) or Magister (VO) student monitoring system. In any case, the components that are placed as 'notes' in the student monitoring system are: striking observations, individual conversations with students and a parent, student and group discussion.



Figure 4.the cycle of support

The Internal PO Supervisor or Department Leader for Student Affairs and Educational Support, **observation** phase, drawing up a group overview is a valuable collection of data. Objective data from the students are recorded here.

In primary education this can be done through an analysis of tests, both method-related and non-method-related, and in secondary education an analysis of the appreciation of the acquisition of professional knowledge and skills and an appreciation of the student's learning attitude. By observing students in different situations and conducting (learning) conversations with students, additional information can emerge, so that a complete picture can be formed. Observations of other employees, information in the student monitoring system, transfers from a previous teacher and parents/guardians are also sources of information. With this information a group overview can be drawn up. The educational and support needs of students and/or the group can then be distilled from the group overview.

The understanding and planning phases take place during (the preparation for) the student and/or group discussion.

understanding phase, the educational and support needs are clearly defined. Possibly in consultation with the Internal Supervisor PO or Member SLS team VO..

Two questions are important to clarify:

1. What goals do we want to achieve?
2. What does each student/group need to achieve this goal?

If a student needs more than our basic support, the Internal Supervisor will draw up an OPP (development perspective).

planning phase . This is where education is designed and the pedagogical approach is determined. The educational and support needs of all students/group are met. The teacher determines whether this falls within the expertise and/or position. If this is not the case, consultation will take place with the Internal PO Supervisor or Secondary Department Manager.

realization phase ; this is the implementation in the classroom and possibly outside. Good classroom management is important for this, among other things.

After this phase the cycle starts again. Group and student discussion once again plays a

central role. This discussion serves as a time to evaluate and adjust education where necessary. Students with additional educational and support needs are always discussed so that necessary actions can be initiated.

The role of the teacher is crucial during this cycle. The teacher is primarily responsible for the development of his/her students and group. The principles here are:

1. A student's educational and support needs are central.
2. It is about coordination and interaction.
3. The teacher matters.
4. Positive aspects are of great importance.
5. We work together constructively.
6. Our actions are goal-oriented.
7. The working method is systematic and transparent.

Within basic support, teachers are able to design and implement mildly curative interventions (for example, offerings for students with dyslexia or concentration problems) in their own classroom. If they need advice or if the interventions do not have the desired effect, they can contact colleagues or a support coordinator.

Teachers **always refer to the following problems** directly to one of the Internal Supervisors:

- in problems where the safety or well-being of the student, teacher or group is at risk
- for social-emotional problems
- in educational problems
- if there is a diagnosis
- if assistance is involved with the student/family
- serious transgressive behavior

4.3 Boundaries within our school

There are several educational and support needs that students may have in order to function at school. Within basic support, we offer our students (possibly in collaboration with external partners) at least preventive and slightly curative support in the following areas:

<i>cognitive</i>	discordant intelligence
<i>learning progress</i>	learning deficits in arithmetic and language, extra didactic support
<i>development</i>	dyslexia, dyscalculia, problems processing information
<i>working attitude</i>	problems in the areas of task orientation, motivation, attention, concentration, planning, organization
<i>socially emotional</i>	fear of failure, withdrawn behavior, social participation, difficulty with boundaries
<i>physical need</i>	visual impairment, hearing impairment, (fine) motor limitations, wheelchair dependency, long-term illness
<i>general</i>	eat /drink problems
<i>medical</i>	see medical protocol Partnership
<i>home-situation</i>	support at home, free time
<i>substance use</i>	preventive and slightly curative support for substance use (alcohol, drugs, games)

When, despite intensive interventions, a child's cognitive development stagnates, when there are serious behavioral problems that jeopardize the safety of the group, the student and the teacher or when there are serious psychiatric problems in which specialist support is needed, we will look for an alternative for this student, always in close consultation with the parents/guardians and the Partnership.

5. Testing and examining students with a need for support

Students with a need for support regularly need to make adjustments to testing and examinations, so that they experience as little inconvenience as possible due to limitations. The Internal Supervisors consult with the Department Leaders and the Examination Board to determine what adjustments are necessary for a student during tests and exams and discuss this with the student and parents/guardians. Educational needs are central in determining the adjustments. The adjustments therefore differ per student. The guidelines of the Board of Testing and Examination (CVTE) and the International Baccalaureate are

leading. Examples of adjustments are: extension of time, use of aids such as a laptop, different method of testing (for example oral instead of written), different exam room.

6. Training support

It is important that teachers are aware of normal development, so that problems are quickly identified. Signaling, objectively observing and recording is the first step. It is then necessary that they can formulate educational and support needs and what interventions are possible. They can contact Internal Supervisors for this. Workshops are offered at DENISE to teachers on supporting students, which concerns general pedagogical and didactic knowledge and skills, but also focuses on specific educational and support needs around common developmental problems, such as dyslexia, dyscalculia, ASD, AD(H)D and PTSD. In addition, it is important to gain knowledge about our specific student population, which consists of expats, refugees and multilingual students. The Department Leaders and Internal Supervisors regularly inventory and identify during the school year what training needs there are regarding student support among DENISE employees.

7. Assuring quality support

The Internal Supervisors and Department Leader of Student Affairs and Educational Support are responsible for the quality of support within DENISE and are accountable to the management. To ensure quality, process evaluation takes place during the school year. The internal process evaluation takes place twice a year, in January and June. The management and Internal Supervisors and Department Leader of Student Affairs and Educational Support evaluate the working method and satisfaction with the support within DENISE, determine development points and draw up an action plan for the coming period. The external process evaluation takes place twice a year, in September and June. Internal Supervisors and Department Manager of Student Affairs and Educational Support, OKA, compulsory education officer, Partnership and youth doctor evaluate the collaboration, determine development points and make agreements about them if necessary. New developments within the field are also exchanged during this consultation.

8. Overview of DENISE support

The power of the school

DENISE tries to offer a soft landing to students who are new to the Netherlands and do not speak the Dutch language. We are a language-friendly school and every teacher is a language teacher. This means that the development of the Dutch language is taken into account in lessons, assignments and contact. We do not assume that students have disabilities, but focus on providing teachers with a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from it. The DENISE teacher focuses on differentiation, takes into account the diverse background of our students and is a mentor for students. We deliberately have smaller and heterogeneous classes. Where necessary, we offer tailor-made solutions for students with additional support needs within the boundaries of the school.

There is a nice atmosphere in the school and we strive to ensure that everyone, including parents, is part of the DENISE community.

There is good cooperation with various network partners such as Youth Work, Parent and Child Advisors, School Doctor, Compulsory Education, GGD, Jellinek, Appropriate Education Supervisor, Partnership, school agent, Mental Health Services and other forms of assistance.

Overview of the school's support offering

Support with language and arithmetic	How does the school work on this?
Language	DENISE is a language-friendly school and every teacher is a language teacher. See also our Language Policy Plan on the website. There are additional lessons in support of the Dutch language (NT2) and/or English as an additional language (EAL). We also have a Career program in which students who are too old for lower secondary education and not yet ready for the diploma program are prepared. This program also pays extra attention to language development.
Dyslexia	Facilities regarding extra time for tests and examinations and the use of resources as set by the Board of Testing and Examinations and the International Baccalaureate.
Calculate	There is no specific math support outside the classroom. Due to the small classes, it is possible to receive extra support during lessons from the teacher.
Dyscalculia	Facilities regarding extra time for tests and examinations and the use of resources as set by the Board of Testing and Examinations and the International Baccalaureate.

Intelligence support	How does the school work on this?
----------------------	-----------------------------------

More and giftedness	DENISE tries to offer as much customization as possible. There is differentiation during lessons and assignments. We introduce all students to various forms of learning and testing. At DENISE we put a lot of effort into a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from it. If necessary, there is consultation with network partners.
Discordant intelligence	DENISE tries to offer as much customization as possible. There is differentiation during lessons and assignments. We introduce all students to various forms of learning and testing. At DENISE we put a lot of effort into a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from it. If necessary, there is consultation with network partners.

Support for motivation and learning	How does the school work on this?
Motivation and concentration	At DENISE we put a lot of effort into a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from it. Additional support can be provided for this by the group teacher/mentor, Internal Supervisor and Appropriate Education Supervisor. If necessary, there is contact with network partners.
Study skills: planning and organizing, task-oriented work	Attention is paid to this during mentor lessons (which are included in the schedule at least 4 days a week). At DENISE we put a lot of effort into a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from it. Additional support can be provided by the group teacher/mentor, Internal Supervisor and Appropriate Education Supervisor. If necessary, there is contact with network partners.

Learning path support pre-vocational secondary education	How does the school work on this?
Learning path support pre-vocational secondary education	DENISE has classes with a maximum of 24 students. In addition, additional language support is provided in some classes.

Support for social-emotional functioning	How does the school work on this?
Social skills	Attention is paid to this during mentor lessons (which are included in the schedule at least 3 days a week). At DENISE we put a lot of effort into a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from it. Additional support can be provided by the group teacher/mentor, Internal Supervisor and Appropriate Education Supervisor. If necessary, there is contact with network partners.
Anxiety and mood (incl. fear of failure)	Within DENISE, additional support can be provided for this from the group teacher/mentor, Internal Supervisor and Appropriate Education Supervisor. We offer stress reduction training. If necessary, there is contact with network partners.
Dealing with boundaries	Within DENISE we put a lot of effort into providing teachers with a good foundation in teaching by working from the profile of a DENISE teacher so that as many students as possible can benefit from this. Additional support can be provided for this by the mentor, support coordinator and Supervisor Passend. Education. We also offer information lessons. Qpido provides information lessons for a number of classes. If necessary, there is contact with network partners.
Substance use and addiction	Within DENISE, additional support can be provided for this from the group teacher/mentor, Internal Supervisor and Appropriate Education Supervisor. Information is provided about substance use and addiction. If necessary, there is contact with network partners, with good contact with Jellinek.

Support for physical and sensory limitations	How does the school work on this?
Visual impairment, hearing impairment, motor limitations/limited mobility, limited load capacity, chronically ill	DENISE tries to offer as much customization as possible. Within DENISE, additional support can be provided for this from the group teacher/mentor, Internal Supervisor and Appropriate Education Supervisor. If necessary, there is contact with network partners. DENISE is wheelchair accessible.

Support at home and leisure	How does the school work on this?
Support at home/free time	DENISE tries to offer as much customization as possible. Within DENISE, additional support can be provided for this from the group teacher/mentor, Internal Supervisor, youth work and Appropriate Education Supervisor. If necessary, there is contact with network partners.

9 . Inclusion and diversity

Context

DENISE was founded in 2014 from the vision that every child, regardless of origin, skin color, language, gender, sexuality, culture, religion and/or disability, has equal opportunities for a wonderful school career in the Netherlands. Through our vision, approach and structure, we offer maximum opportunities to obtain a diploma in a good and pleasant school climate and to know enough about society to make a meaningful contribution. DENISE wants to be a school community in which differences are allowed to exist, in which students feel comfortable and in which our diversity is used to learn from. That does not mean that everything goes well, easily and automatically. There is always something to improve. You learn with and through others. Where difference leads to injustice, we address it.

80 nationalities

At DENISE we strive for social and educational inclusion in the classroom. We also pay attention to our super diversity. With 1000 students & 130 employees, together from 80 different countries, we have the world in the school every day. We see this diversity as a wealth. As a primary/secondary school from 4 to 18, in the metropolitan context of Amsterdam, we want to use super diversity in our curriculum. In addition to curriculum awareness, this also requires personal leadership from everyone involved in the school to shape the mini-society. That involves complicated questions. Think about: How do we keep a grip on the norms & values in school? Which ones are they? What do we (not) tolerate? What do we encourage? How do we deal with the pressure of society? How do we continue to discuss (cultural) sensitive topics? How do we learn about racism? Under the leadership of the curriculum committee and our inclusion & diversity group, we maintain a permanent dialogue about our school culture.

Literature and study days

The school management feeds on research and experts and everyone in the diverse team of employees also has a lot of experience. Examples of books we recently read are 'Third Culture Kids', 'World-oriented education', the essay collection 'White homework' about the fight against racism, 'Education in a colored society' and 'Grip on the mini society'. All books pay attention to the mismatch between social & cultural codes and the role of education in shaping young global citizens. And all authors mention the challenge of how to shape and teach this in the curriculum. These studies help us shape our policy and translate it into practice (see also explanation in the school guide).

During study days we share our stories & insights and translate them into desirable behavior; from nursery to graduating class. We pay attention to mechanisms that underlie inequality of opportunity within the lessons. Every school year we try step by step to strengthen our shared belief in our own abilities within the team, also known as 'teacher collective efficacy'.

Society

Thinking and studying together for an effective approach remains necessary. In recent years, there has been a fierce protest against racism around the world, an example of which is the 'Black Lives Matter' movement. People are protesting against a society in which people are disadvantaged because of their skin color, are treated unequally for the same crimes and/or are given fewer opportunities. The protests call for conversation, reflection and measures to eliminate all forms of racism. The DENISE team is aware that the classroom but also at home are important places to have that conversation with each other. However, creating a great school community like DENISE does not happen automatically. It requires effort and maintenance from all of us every day. We are jointly responsible for giving meaning to and promoting our core values of responsibility, solidarity and open-mindedness. Our core values are deeply anchored in our vision of education.

Core values are also vulnerable. It is therefore not without reason that we pay attention to equality, diversity and opportunities every day in our curriculum. Actually in all lessons, but especially the IPC lessons, People & Society and Theory of Knowledge (TOK), we debate society and the many tough issues of life. The learner portfolios of our upcoming exam students are based on the core values. These are all impressive stories and they provide an interesting picture of how the values are meaningful in the lives of our students. We also discuss inclusion and exclusion during group discussions at our primary school and during our mentor lessons in our secondary education. Many discussions are held during the school year and as a team we continue to look critically at our teaching methods and use of teaching materials and learning resources. We use each other's knowledge, skills and tips. We gain insights through trial and error. Spontaneously during breaks, after school or through conversations in our curriculum.

Be vigilant, identify and report

However, our education and approach to the discussion of discrimination or racism can always be improved. There is always room to understand each other better. Students, employees and parents are regularly encouraged to speak out and share ideas on how we as DENISE can take steps in the fight against racism and for a just society. Think of parent

evenings, coffee mornings, theme meetings and discussions with the student council. In addition, there is also an signaling and reporting obligation in our school. Experiences with bullying, discrimination and racism or otherwise are addressed immediately according to protocol. See also our anti-bullying protocol on our website. If reporting to a teacher, mentor or management is uncomfortable, you can also do so through one of our confidential counselors.



Photo: our Growing Up Tree, an initiative from the Student Council. All handprints of our (new) students from 4 till 18. It represents our colorful school.

Appendix 1: Absence protocol

Introduction

In the event of absenteeism and tardiness, it is important to discuss this immediately, initially with the student and, if this does not help, with the parents. The mentor makes a short report of these conversations in Magister, so that it is clear what steps have been taken before the DUO report is made. The absenteeism coordinator provides the mentors with information. The mentors inform team leaders.

Escalation ladder/step-by-step plan

Situation	Action
Student is late	The student collects a note to enter the classroom and reports to reception the next day at 8:00 am. Mentor sees in magister that a student must report.
Student is absent without permission	For unauthorized absence, the student must make up one lesson hour on Tuesday, Wednesday or Thursday at the 8th or 9th hour by reporting to the secondary education teaching assistant in the C-foyer. Students will receive an email about this on Monday.
Student does not report at 8:00 am	Student reports twice at 8:00 am. If a student does not report after this time, this will be passed on to the team leader and mentor and the student must report three times at 8:00 am. Mentor can see in magister whether a student has reported. The mentor also contacts parents or guardians.
Student does not report an unauthorized absence	Student reports twice. If a student does not report for the next two days, this will be reported to the team leader. The student is approached about this by the team leader and/or mentor and must then report to the C-foyer three times. The mentor also contacts parents or guardians.
3 or more unauthorized absences per week: 3 times late in a week or Missed 3 classes in a week without a valid reason (approved leave, visit to a specialist or illness)	Individual conversation with the mentor to delve deeper into why this is the case. After this conversation, the mentor informs the parents by email that this conversation has taken place and, if all goes well, the solution that the student has proposed. Also ask parents for support in arriving on time.
6 times late in a school year or Missed 6 lessons in a school year	Parents will receive a letter from the absenteeism coordinator. The parents and the student are spoken to by the mentor. Also looking into how this is possible and finding a solution to this problem.

<p>8 times late in a school year or Missed 8 lessons in a school year</p>	<p>Parents receive a letter from the absenteeism coordinator. An announcement is made here that the student can be called for the preventive consultation hours of compulsory education.</p>
<p>Arrived late 12 times in a school year or Missed 12 lessons in a school year</p>	<p>Discussion with mentor, team leader, possibly Internal Secondary School Supervisor, parents and student. This must clearly indicate to the team leader that a report will be made regarding compulsory education.</p>
<p>Lateness continues 16 times (or more) within 4 weeks or Missed 16 lessons within four weeks</p>	<p>A report is made to the attendance officer of the municipality where the student lives (DUO report). The absenteeism coordinator makes this report and informs parents. The attendance officer contacts parents and student. The attendance officer also contacts the Internal Secondary School Supervisor to inquire what the school has done and/or whether the school is aware of the causes.</p>
<p>In case of high absenteeism due to illness sick for a week in a row and/or more than 60 sick hours during the school year and/or sick for more than two or more days per month</p>	<p>The mentor will discuss this with the student and parents in question as soon as possible. This kind of quick contact often helps to prevent worse. A note is made of the contact in the Magister and the absenteeism coordinator is informed. Absence coordinator informs Internal VO Supervisor. If necessary, registration with a youth doctor will follow. If it becomes clear at the start of the school year that a student has physical disorders or psychological problems, this will be reported to the Internal Secondary School Supervisor.</p>

Link to email templates for absenteeism mentors: [link here](#)

Addition of further explanation to escalation ladder/step-by-step plan

In case of unauthorized absence:

- Mentor sends an email to parents (the template for unauthorized absence can be used here)
- Always send a cc to the absenteeism coordinator/team leader.
- The escalation ladder/step-by-step plan also applies!

In case of sickness:

- The mentor maintains regular contact with the student and parents and follows the steps shown in the escalation ladder/step-by-step plan.
- Absenteeism coordinator regularly sends an overview of DENISE VO's absenteeism to the care coordinator in order to monitor which students have high absenteeism and where action is required.