

DE NIEUWE INTERNATIONALE SCHOOL ESPRIT

education that makes sense

SCHOOL GUIDE

2017-2018

primary & secondary



esprit
SCHOLEN

iSG
iScholenGroep

TABLE OF CONTENT

| | |
|---|-----------|
| 1. General information | 2 |
| 1.1 Address and contact | 2 |
| 1.2 School Board | 2 |
| 1.3 Founding history, student numbers and expected grow | 2 |
| 2. School Profile | 3 |
| 2.1 Vision and mission statement DENISE | 3 |
| 2.2 Language philosophy DENISE | 3 |
| 2.3 Core values and rules of behaviour | 4 |
| 3. Educational programs | 5 |
| 3.1 The five DENISE programmes | 5 |
| 3.2 Curriculum Book: learning goals | 8 |
| 3.3 Assessment philosophy | 8 |
| 3.4 Academic Policy | 12 |
| 3.5 Learning materials policy | 12 |
| 4. Student affairs | 13 |
| 4.1 Admission | 13 |
| 4.2 Special Educational Needs | 13 |
| 5. School Organisation | 15 |
| 5.1 Time Table | 15 |
| 5.2 School Fee | 15 |
| 5.3 School Building | 16 |
| 5.4 Year Calendar 2017-218 | 16 |
| 6. Staff | 17 |
| 6.1 Organogram | 17 |
| 6.2 School Management | 17 |
| 6.3 Team of coordinators | 18 |
| 6.4 Team of Primary Education Teachers | 18 |
| 6.5 Team of Secondary Education Teachers | 18 |
| 6.6 Team of Mentors | 19 |
| 6.7 Team staff of support | 19 |
| 7. Communication | 20 |
| 7.1 Communicate philosophy | 20 |
| 7.2 What parents/guardians can expect from DENISE | 20 |
| 7.3 What the school management and teachers expect from parents/guardians | 20 |





1. General information

De Nieuwe Internationale School Esprit (DENISE) is a school voor primary education (IPC) and secondary education (VMBO-TL, HAVO, VWO (IMYC) en Internationaal Baccalaureaat). DENISE is a member of the Esprit Scholen Group (<http://www.espritscholen.nl/home/>) and the iScholenGroep (www.ischolengroep.org).

1.1 Address and contact

De Nieuwe Internationale School Esprit

Pieter de Hoochstraat 78

1071 EJ Amsterdam

+31 20 480 2700

info@denise.espritscholen.nl | <http://denise.espritscholen.nl>

BRIN number Primary Education: 24TC

BRIN number Secondary Education: 17YS02

Principal: Leendert-Jan Veldhuyzen l.veldhuyzen@denise.espritscholen.nl

Team Leader Primary: Jutka Colson j.colson@denise.espritscholen.nl

Team Leader Secondary: Luc Sluijsmans l.sluijsmans@denise.espritscholen.nl

Management Assistent: Nelleke de Weerd: n.deweerd@denise.espritscholen.nl

1.2 School Board

College van Bestuur Esprit Scholen

Ruth Kervezee and Percy Henry

Prinses Irenestraat 59

1077 WV Amsterdam

020 5854811

1.3 Founding history, student numbers and expected grow

DENISE started in August 2014 as a pioneer-school where not only students, but also teachers learn in close cooperation with parents. To maximize our impact and the learning outcomes, we work closely together with other Esprit Schools like the Amsterdam International Community School, Mundus College, Marcanti College and the Europaschool. In 2019 we will move to a new school building for 900 students (350 primary, 550 secondary).

| School Year | Students Primary | Students Secondary | Linked to diploma program |
|-------------|------------------|--------------------|---------------------------|
| 2015-2016 | 105 | 193 | 41 |
| 2016-2017 | 111 | 242 | 71 |
| 2017-2018 | 121 | 223 > 265 | not available yet |





2. School Profile

2.1 Vision and mission statement DENISE

De Nieuwe Internationale School Esprit (DENISE) in Amsterdam offers widely accessible international education of high quality standing in present society with broad awareness of the collective responsibility for the world we live in. We achieve this by offering a broad international curriculum as well as an anchor for life in the Netherlands. DENISE is a school for all students with an international mindset.

Also DENISE offers a first entry for newcomers to students age 4 till 18 and with a diverse (educational) background. It is therefore a requirement that students can work and learn at their own pace and at their own level. We prepare students for a Dutch or English diploma programme, for which language shouldn't be a barrier. Therefore, our main focus at DENISE is language acquisition. Language enables independence of our students: with the language students are able to study, make connections with other students and participate in Dutch society. The curriculum allows differentiation into age-specific class levels. There is, however, a minimum requirement - a basis that is the same for everyone.

Furthermore, in every programme DENISE offers we place high value on intercultural competence and personal development. Through the International Mindedness & personal goals students learn to interact and cooperate with each other, to be respectful and open towards others, to solve problems together and to consider issues from multiple perspectives.

2.2 Language philosophy DENISE

At DENISE we offer international education for students from all around the world. Students with different backgrounds, from different cultures and languages study together in one class. We prepare students for a Dutch or English diploma programme, for which language does prove to be a barrier. Therefore, our main focus at DENISE is language acquisition. Language enables independence of our students: with the language students are able to study, make connections with other students and participate in Dutch society.

At DENISE we believe it is important that students gain a basic understanding of the Dutch language. Moreover, to function in an international environment, a sound understanding of the English language is important. Consequently, a number of subjects in the IMYC-curriculum and all subjects in our IB diploma program are taught in English. Finally, we encourage students to maintain good use of their mother tongue. At DENISE, all teachers are language teachers, as we believe all teachers bear responsibility for our students language acquisition.

 *See for more information the language policy document.*



2.3 Core values and rules of behaviour

At DENISE, we respect each other, students, parents and everyone who is our guest. We treat each other as we want to be treated ourselves. We don't judge each other but get on with each other. We ask and listen to each other. We talk to each other and help each other. Together, we are responsible for the atmosphere of the school and shaping the eight core values of DENISE.



In addition, we follow these ten rules of behaviour.

1. Be on time for the lessons at the place you are expected.
2. Eat and drink in the appropriate places.
3. Treat peer students and employees with respect. Use respectful language.
4. Follow instructions of the staff of the school.
5. Leave the room clean.
6. Use your iPad and phone during class only for learning. The teacher decides when.
7. Don't wear a jacket, cap or hoodie in class.
8. Homework is done and work is delivered by the deadline.
9. Making photos, videos and other recordings is only permitted as part of an assignment and with the permission of the people you are filming.
10. Physical / verbal violence, stealing, weapons, drugs, smoking and drinking are prohibited inside and outside the school.

 See for more information the the anti-bully document.



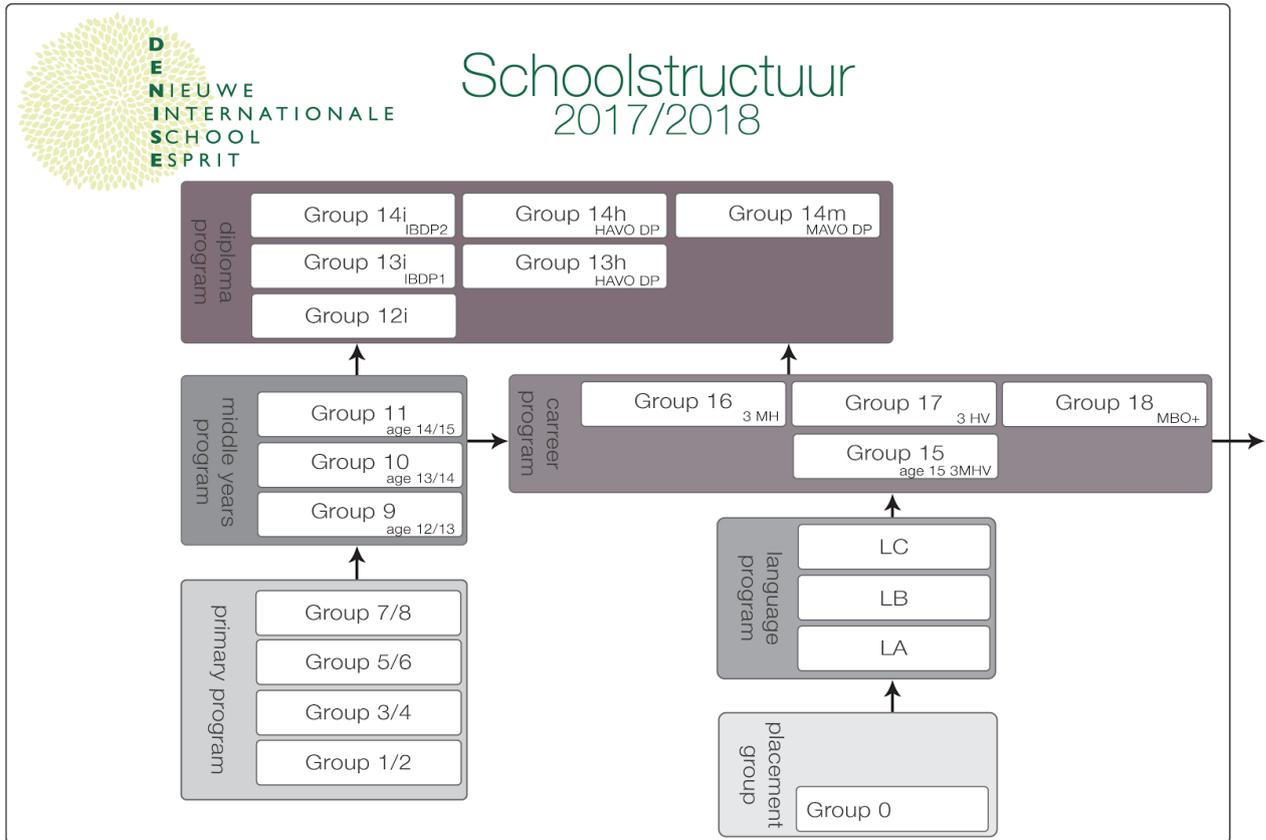
3. Educational programs

3.1 The DENISE programmes

DENISE offers five different programmes so that every student can be served at their own needs and personal choices. A curriculum coordinator coordinates each programme. An examination secretary monitors the Diploma Programme. They are managed by the management team of DENISE (Principal of the school, Team Leader Primary School and Team Leader Secondary school).

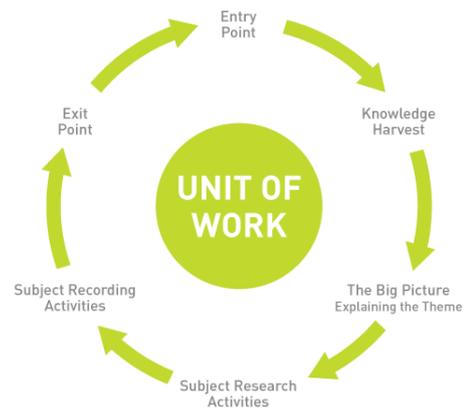
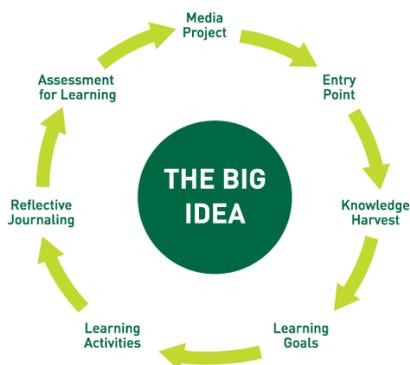
0. The Placement Group
Students between 12 and 18 years old, that do not or hardly speak Dutch, start in a intake class called group 0. In group 0 we try to get as much information as possible about the student, by having conversations with the parents and the student, doing tests and by observing the students behaviour in class. After group 0 the student will go Mundus College (BB/KG) or to one of four DENISE programmes for 12 till 18.
1. The DENISE Primary Programme - Group 1-8; age 4-12.
The DPP is a bilingual (Dutch-English) programme based on the national Dutch Primary Curriculum and the International Primary Curriculum (IPC) for Primary education.
2. The DENISE Middle Years Programme - Group 9, 10, 11; age 12-14.
The DMP a bilingual (Dutch-English) programme based on the national Dutch lower Secondary Curriculum and International Middle Years Curriculum (IMYC).
3. The DENISE Career Programme - Group 15, 16, 17; age 15-18.
The DCP is DENISE's lower secondary education program for students aged 15 years and older. The aim of this program is to prepare for a Diploma Programme in vocational education or adult education. This transition will in principle always be at the end of the school year, but can also be delayed one year. The education program is more focused on Dutch (language) education.
4. The DENISE Diploma Programme - Group 12, 13, 14; age 15-18
The DDP contains three different curricula to match our student populations' wishes and needs and DENISE's mission and vision statement. In 2015 we started our first Dutch MAVO Diploma Programme, in cooperation with Mundus College. We hope to copy this corporation model for a Dutch HAVO Diploma Programme in 2018 with Marcanti College. In 2016 we started a cooperation with the Amsterdam International Community School (AICS). Until the moment we start our own DP1 and DP2 they will accept our group 12 students in their IB Diploma Programme.
5. The DENISE Language Programme - Language classes LA, LB, LC; age 12-18
The DLP is for students from 12 years of age and older who do not master the Dutch language adequately. We distinguish three levels: LA: students who have little to no knowledge of the Dutch language. LB: Students have at minimum level of the Dutch language. LC: Students have reached a standard level of the Dutch language. Good enough to start in one of the groups in DENISE Secondary Education (age 12 - 18).





International Primary Curriculum and International Middle Year Program

The International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) improves the way that students learn. It is a challenging, engaging, internationally-minded, concept-focused curriculum designed specifically for the unique learning needs of students in lower secondary. The IMYC helps students to make meaning of their learning by linking all subject learning to a conceptual theme called 'The Big Idea'. Individual and collaborative research and recording tasks are all linked to this Big Idea, supporting



subject teachers in facilitating student-led, subject-based learning. Learning tasks provide opportunities for students to regularly problem solve, to think creatively, and to develop personal skills such as resilience, communication and adaptability.

Each exit point asks students to combine their understanding from the unit of work; showing how all their





learning links through the Big Idea and what that means to them personally and in a real world context. The work in planning and producing these projects provides opportunities for extensive creative and student-led learning and, as students share in the presentations of their peers, more new learning and creativity is shared. IMYC learning builds upon enquiry-based thematic primary and helps us to prepare students for the next stage of their learning. This includes the development of foundation subject knowledge and skills that students need for diploma programs like GCSE, iGCSE, IB Diploma and A levels. Students will develop skills required for complex researching and recording, for presenting and for using a range of media forms to present learning. In addition, the personal and international skills that students develop throughout their learning with the IMYC also provide crucial foundations for their senior school learning and even for future work opportunities.

 See for more information www.greatlearning.com/ipc/ and www.greatlearning.com/imyc

Diploma Programme

DENISE offers several opportunities for a diploma. At the moment we offer MAVO and HAVO and we are a candidate for International Baccalaureate. In the future we will offer a full customized diploma (maatwerk-diploma) for each individual student.

MAVO

The MAVO Diploma Programme is a one-year programme that prepare students for HAVO diploma or vocational education (MBO/ROC).

HAVO

The HAVO Diploma Programme is a one-year programme that prepares for higher vocational education (HBO).

The International Baccalaureate (IB)

In our group 12 we prepare students for the IB-DP. Until a possible moment in the future we offer IB ourselves (2018-2019) students will transfer to the AICS or any IBO school to complete their programme. The International Baccalaureate provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession as well as developing the values and life skills needed to live a fulfilled and purposeful life.

The driving force behind the Diploma Programme is a philosophy about the nature of education, which is expressed in the IB's mission statement, in the IB learner profile and in the fundamental principles on which the curriculum is based and which continue to inspire its development.

De Nieuwe Internationale School Esprit is a candidate school for the Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that De Nieuwe Internationale School Esprit believes is important for our students.



3.2 Curriculum Book: learning goals

The five programmes of DENISE meet the attainment targets for group 1-8 for primary school and the key targets for group 9-11 in lower secondary education. The 58 core objectives for primary and secondary education are not specified by level in the Netherlands. This situation leaves space to offer students the first three years a mixed curriculum according to the "Middle School" principle.

Learning goals are formulated for each subject and written down in our Curriculum Book. The student will have a school year (September-July) to work on these goals. At several moments, the teachers will assess how well the student performed on these learning goals based on the student's efforts and assignments. The teacher uses several assessment instruments. Examples are tests, examinations, essays, extended practical work, projects, portfolios and oral work. In December, March and June the teacher determines the student's level using a 5 (groups 9-11, 15-18) or 7 (groups 12-14) point scale.

For each subject the teachers will assess how well the student performed on the learning goals. Learning goals make clear which knowledge, skills or approaches to learning are important for each subject. Working on and achieving learning goals is important for three reasons: 1) it will help the student to discover the student's interests; 2) it will help the student to better understand how society works and how the student can contribute to it; 3) it will help the student to be prepared for a Diploma Programme.

Students progress through the levels at their own pace and at any moment may move to the next curriculum year. However, there are certain points at which a minimum level of success is required in order to progress to the next school year. These moments are at the end of a Language Class (A, B, C), at the end of primary school (to start group 9) and end of the Middle Year Programme (to start group 12 or 14) and at the end of the Career Programme (to go to a diploma programme). Group 12 is our Pre-DP preparatory group for our future IBDP 1 (Group 13) and IBDP 2 (Group 14). Before the start of group 12 and group 13 an assessment for admission will be required.

 See for more information the admission policy document and the Curriculum Book.

3.3 Assessment philosophy

Our philosophy is that frequent, regular and continuous assessment during our programmes is part of the learning process. The assessment is viewed as a tool that can be used to reach a (personal) learning goal. Assessment is not a standalone goal where the learning stops, but is part of the ongoing development of the student. During the five semesters per course-year teachers use formative assessment to identify the learning needs of students and form part of the learning process itself. Teachers use summative assessment to determine the level of achievement of a student generally at the end of each semester. When appropriate teachers use peer- and self-assessment: students assess their own work and each other's work. If relevant, students may also be actively involved in the setting criteria for work to be assessed against.





Teachers of DENISE use the following guidelines when assessing their students.

1. The assessment supports the learning goals and philosophical goals of the DENISE programmes.
2. All assessments at DENISE are criterion-related. Teachers use a rubric with criteria to determine the level of achievement. Numbers indicate the level reached.
3. The assessment results on the DENISE Report Card have a high level of reliability. The results predict student's perspectives and opportunities with reference to a Diploma Programme (in or outside DENISE) or further study after graduation.
4. The assessment tasks evaluate a learning goal or a number of learning goals of the strands.
5. The assessment reflects the international mindedness of the DENISE programmes; it avoids cultural bias and it supports students with acquiring the Dutch and English language.
6. The assessment pays attention to the higher-order cognitive skills as well as the more fundamental skills.
7. Teachers are responsible for creating a variety of assessment tasks and instruments to ensure all learning goals for their subject are covered.
8. The teachers benchmark their way of assessing student's work by getting feedback from experienced senior examiners and statistical information (in or outside DENISE).
9. Teachers are required to continuously record the progress of the students in Magister/Managebac. The records are available for other teachers, students and parents/guardians. Records need to be simple, clear and precise.
10. Every teacher provides supportive feedback on the student's performance during their semester. This feedback answers: What were the student's learning goals? Did the student achieve these goals? Where to go next? What steps need to be taken to improve?
11. In December, March and June a teacher writes a report card. The card will be addressed at the 10-minute meetings with the student's parents/guardians. In these meetings, the student will discuss which goals the student has or has not not achieved (yet) and why.
12. Teachers must keep a clear and accurate digital record of all assessment activities. The assessment instruments are digital and can be shared with the other teachers, curriculum coordinators and school management.



13. If a teacher suspects that a student is guilty of plagiarism, the teacher should not award a level of achievement, inform the mentor and the curriculum coordinator and refer to the school's Academic Honesty Policy.
14. When designing assessments tasks, the language policy is taken into account.
15. Besides working on the student's subject-specific knowledge and skills, each teacher also stimulates the student to develop skills that help the student 'learn to learn': the student's approaches to learning. These skills include research skills, communication, cooperation, self-management, thinking skills, effort, and academic honesty. The student's learning progress on these skills is also important to indicate which Diploma Programme is attainable. Each teacher evaluates these skills on a scale with four distinctions: improvement needed, competent, good or excellent.

DENISE teachers can expect from the student (to an increasing extent):

- to investigate research questions using different media;
- to communicate effectively and respectfully;
- to cooperate and collaborate well with peers;
- to self-manage learning and always be able to use feedback;
- to demonstrate critical thinking and problem solving skills;
- to come to class prepared and always use the class time well and reflect on homework;
- to create own work and know how to cite.

DENISE students can expect the teacher:

- to clearly identify the requirements for each piece of work by using a rubric;
- to provide adequate time for students to complete any given assessment task;
- to provide adequate access to any materials necessary for the successful completion of any assessment task;
- to provide feedback within 10 working days of work being submitted.

DENISE teachers expect from parents/guardians:

- to offer constructive and positive support as their son/daughter complete their school work; however, this support should not go so far as to compromise the authenticity of the son's/daughter's work.
- to provide a quiet space at home/library and adequate time to complete their school work.
- to provide access to internet and membership of a library;
- to visit the parent meetings (start school year, December and April or at the invitation of the mentor).

 See for more information the assessment policy document.



3.4 Academic Policy

At DENISE we encourage our students to be academically honest. With our student population coming from different cultural and national backgrounds, we realise that not all students have the same standards when they enter. As an important task of our school is to classify the level a student is working on (mavo/havo/vwo), teachers want to be sure it is the student's own work they assess. Therefore our academic honesty policy runs throughout the whole secondary school, already starting in the language classes.

What we expect from students is different, depending on the grade they are in. Whereas we find it important that language students do not copy and paste from google translate and grade 9 students know how to recognise a source and make a list of used sources, we expect our DP students to use full APA referencing at all time. The details of what we expect per class can be found in the Academic Honesty lbook (in English, see some screenshots in Appendix 1) and in the 'overzicht verwachtingen academic honesty document' (in Dutch, see Appendix 2). Both documents were customized for our school and came into being after an academic honesty workshop for teachers.

The lbook is available for all teachers, students and mentors and will be revised regularly. A Dutch translation is in the making. As you can read in the 'overzicht verwachtingen academic honesty document', the curriculum coordinators are responsible for the implementation of the standards in their programme. They will ensure the mentors in their programme give instructions to the students. Since students enter our school all the time throughout the school year we have made the mentor responsible for instructing the new students. When students newly arrive in our school they get access to the academic honesty lbook, indicating what is expected from them in each grade.

On the DENISE website students and teachers can find an academic honesty document, which explains the APA rules to them. The consequences of academic malpractice are mild for students who just arrived in our school and more severe for those who have stayed for a longer period of time. When students enter DP1 the DP coordinator sends the parents a letter, indicating the importance of academic honesty in the IB and explaining the consequences of academic malpractice in the DP.

 *See for more information the academic honesty policy document.*

3.5 Learning materials policy

The learning tools of DENISE enables students to make his / her own choices within the curriculum. Therefore, we use the following principles:

In Primary the first four years we use books and slowly growing into working with ipads on math and presentations.

In Secondary most content will be delivered through the iPad and therefore we ask students (and parents) to arrange their own iPad. Students will keep them in a firm cover. Students will also bring a pen and notebook to school. Teachers develop customized educational materials and submit them through iTunes U and Google Drive. We encourages the development of open educational materials and free exchange through iTunes U. All teaching materials (from teachers and students) shared online will be accessed through a CC BY-SA 4.0 license (or later version). By doing so, the school supports the development of open educational materials. Additional folio material is present at school and is granted to students.

 *See for more information the copyright policy document*



4. Student affairs

4.1 Admission

Applying for DENISE is possible for all students from age 4 to 18. When a child is 4 years old, he or she can go to a primary school. Since a couple of years all primary schools in Amsterdam have switched to a city wide equal admission policy. This means that applying for a primary school and the allocating of the places follow the same rules on all the participating schools. Around the third birthday of your child you will receive an explanatory brochure and an application form from the municipality of Amsterdam. Students between 12 and 18 years old, that do not or hardly speak Dutch, start in this intake class called group 0. In group 0 we try to get as much information as possible about the student, by having conversations with the parents and the student, doing tests and by observing the students behaviour in class. All the information we obtain, is put it directly in our online student follow system, called Magister.

For other students it is the intake procedure and information we get from previous schools that helps find out if and if so, which group is the best for the student.

 *See for more information admission policy and assessment policy document*

4.2 Special Educational Needs

At DENISE we offer international education for students from all around the world. Students with different backgrounds, from different cultures and languages study together in one class. Our students come from all over the world and quite a lot of them had a hard time coming here. Some of them are refugees. Most non-western students experienced a totally different type of education in their home country. With this in mind it becomes clear that a lot of our students have special educational needs. Some problems revolve around language. The language policy explains how we deal with students for whom Dutch is not their first language. In the Special Educational Needs Policy we explain how we deal with other special educational needs (SEN) such as social emotional problems, medical conditions, hear/speech/sight/physical problems, autism, ADHD, ADD, dyscalculia and dyslexia. Since our mission is to make international education available for all students in Amsterdam.

The care structure in DENISE differentiates between the special needs coordinator, the teacher support coordinator, the student support coordinator and the mentor.

The mentor is the first person who deals with SEN of the students. When a teacher notices a SEN, he or she will contact the mentor and the mentor will decide if the problem can be dealt with alone, or if the help of the student support coordinator is needed.

The student support coordinator is accountable to the team leader and responsible for the execution of the student guidance, the quality of plans and execution of them. The special needs coordinator is accountable toward the team leader and is responsible for the care policy, the plans, execution and quality of care policy. The teacher support coordinator takes care of guiding teachers in the field of classroom management, pedagogical climate and didactics.



The teacher support coordinator is accountable towards the team leader and responsible for the execution and support of teachers in their execution of care tasks, their approach and plans and the quality of those. All students who are living in the Netherlands for more than one year take a SON-R test with a psychologist. This tests also helps to indicate if the student has special educational needs. Extra money is available from the government to support those students.

Teachers receive training about SEN. We have had a training on dealing with highly gifted and talented students and plan to have trainings during one of our Bootcamps on autism, ADHD, depression/fear, eating disabilities and the 'loaded' background of some of our students.

Special Education Need Advisory Team / Zorgadviesteam (ZAT)

In addition to the support given to students from teachers, mentors and the dean the school works with several advisors. A school worker, the health care coordinator, the school doctor, the Attendance Officer (leerplichtambtenaar) and in some cases an employee of the Youth Protection Region Amsterdam (Jeugdbescherming). All the advisors are member of the ZAT and will meet 7 times a year to discuss students who need extra special educational need. Everything discussed in the ZAT meetings is confidential information. Parent/guardians will be notified if their son/daughter will be discussed. The school doctor and the confidential person (vertrouwenspersoon) can also be consulted by parents/guardians and students.

Parent-Child Advisor / (ouder kind adviseur, OKA)

The Parent-Child Advisor (ouder kind adviseur, OKA) speaks with students who experience problems in the social-emotional area and, if necessary, with their parents/guardians. The OKA will also advise the mentors and she supports any reference to an institution for assistance.

Attendance officer (leerplichtambtenaar)

The Attendance Officer is responsible for supervising the Compulsory Education Act. When the school reports unauthorized school absenteeism, the Attendance Officer will contact the parents/guardians to investigate the reason for the absence.

M@zl

In case of frequent sickness absence, the school will register the student for M@zl: an intensive collaboration between the Attendance Officer, the school doctor and the school to prevent or minimize the school absenteeism.

 See for more information the special educational needs policy and language policy



5. School Organisation

5.1 Time Table

Primary

Monday, Tuesday, Thursday, Friday: 8.30am (welcome) lessons: 8.45am - 3.00pm

Wednesday: 8.30am (welcome) lessons: 8.45am -12.30pm

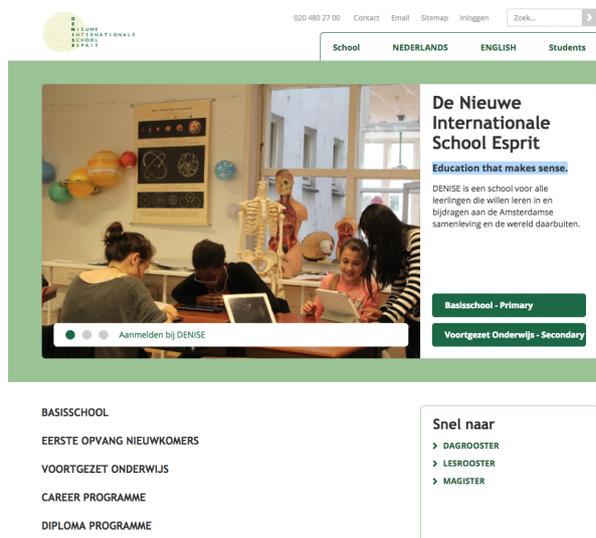
Secondary

| | |
|-------|--------------|
| 8.15 | Mentorlesson |
| 8.40 | 1st |
| 9.30 | minibreak |
| 9.40 | 2nd |
| 10.30 | 3rd |
| 11.20 | break |
| 11.40 | 4th |
| 12.30 | 5th |
| 13.20 | break |
| 13.50 | 6th |
| 14.40 | 7th |
| 15.30 | 8th |
| 16.20 | Closing |

 See for more information about subjects and hours in Secondary the website <http://denise.espritscholen.nl/home/>

5.2 School Fee

DENISE is a public school without fees. We do ask a voluntary parent-contribution depending on income. The maximum contribution (Camp included) in 2017/2018 is € 900,- for Primary and € 320 for Secondary.



020 480 27 00 Contact Email Sitemap Inloggen Zoek...

School NEDERLANDS ENGLISH Students

De Nieuwe Internationale School Esprit
Education that makes sense.
DENISE is een school voor alle leerlingen die willen leren in en bijdragen aan de Amsterdamse samenleving en de wereld daarbuiten.

Basisschool - Primary
Voortgezet Onderwijs - Secondary

Aanmelden bij DENISE

BASISSCHOOL
EERSTE OPVANG NIEUWKOMERS
VOORTGEZET ONDERWIJS
CAREER PROGRAMME
DIPLOMA PROGRAMME

Snel naar
> DAGROOSTER
> LESROOSTER
> MAGISTER



5.3 School Building

Denise is located at the Pieter de Hoochstraat 78+80, near Museum Square in Amsterdam. In Spring 2019 we will move to Piet Mondriaanstraat, Nieuw West in Amsterdam (see design).



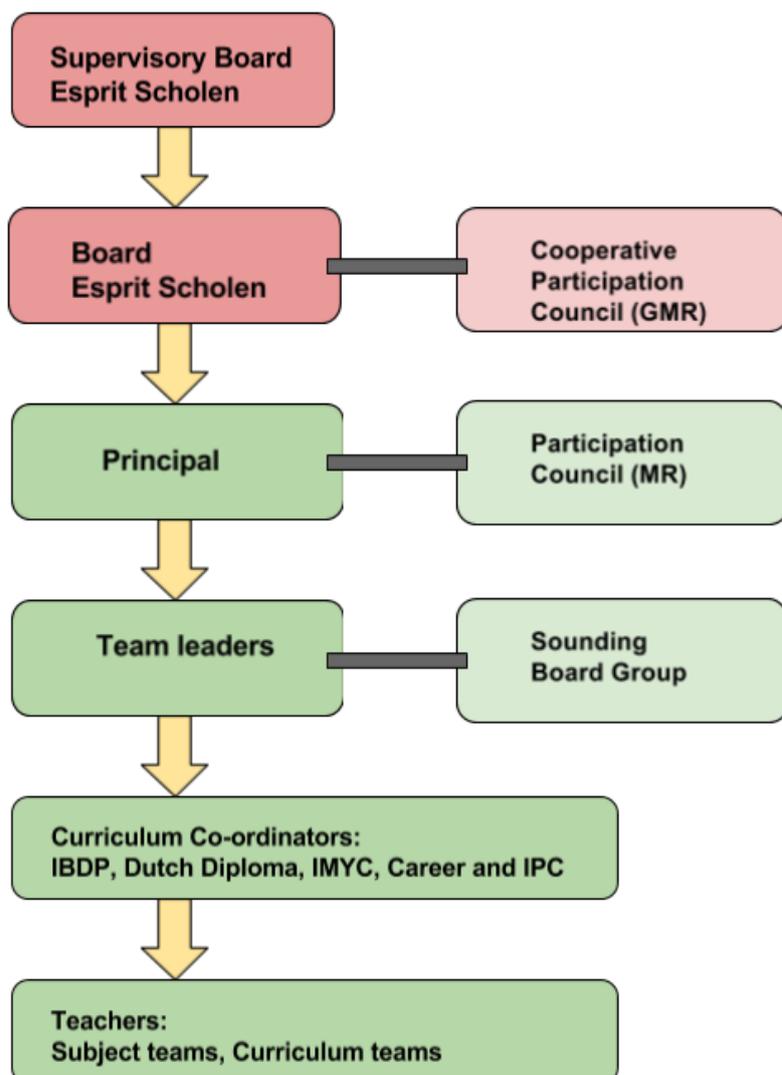
5.4 Year Calendar 2017-218

| | |
|---------------------|--|
| First day of School | Thursday 7 September |
| Autumn Holiday | Friday 20 October 2017 - Friday 27 October |
| Winter Holiday | Monday 18 December 2017 - Friday 5 January 2018 |
| Spring Holiday | Friday 23 February 2018 - Friday 2 March 2018 |
| 2e Eastern Day | Monday 2 April 2018 |
| May Holiday | Friday 27 april 2018 - Friday 4 mei 2018 |
| Ascension | Thursday 10 May 2018 |
| 2e Pinksterdag | Monday 21 May 2018 |
| Summer Holiday | Friday 20 July 2018 - Wednesday 5 September 2018 |



6. Staff

6.1 Organogram



6.2 School Management

| Role/task | Name |
|---------------------------------|-------------------------|
| Principal | Leendert-Jan Veldhuyzen |
| Team Leader Primary Education: | Jutka Colson |
| Team Leader Secondary Education | Luc Sluijsmans |



6.3 Team of coordinators

| Program | Coordinator |
|---|--------------------------------|
| Primary Program (IPC) | Mari Varsanyi + Kaisa Swarts |
| Language Program | Merel Kroese |
| Middle Years Program (IMYC) | Merrit Vervenne |
| Career Program (CP) | Sobhi Achtitah |
| Diploma Program (DP-coördinator) | Marlise Achterbergh |
| Student Counselor | Jo Hooiveld + Pari ten Cate |
| Admission Coordinator (Secondary) | Merel Kroese |
| Special needs coordinator / student support coordinator/teacher support coordinator | Elsje Wijk + Gabriella Brescia |
| ICT Coördinator | Suzanne Lustenhouwer |

6.4 Team of Primary Education Teachers

| Group | Teacher |
|--------------|-------------------------------|
| GR1/2a | Stefan Elevelt |
| GR1/2b | Saskia Nivard |
| GR3/4a | Dominique Beurskens |
| GR3/4b | Willemijn Bekebrede |
| GR5/6 | Ilse Bos + Kaisa Swarts |
| GR7/8 | Esther Guerand + Kaisa Swarts |

6.5 Team of Secondary Education Teachers

| Subject | Teachers |
|----------------|--|
| Dutch / NT2 | Anja Beemster, Ricky Dost, Sanne Gloerich, Marjolein de Jong, Merel Kroese (DP), Yvonne Franken, Petra van de Geest, Dominique Beurskens |
| English / EAL | Suzanne Lustenhouwer (DP), Liselotte Sieffers, Paula Sutherland, Mari Varsanyi, Philip Blinko |
| Spanish | Rosana Navarro |
| French | Paula Sutherland, Ricky Dost |
| Math | Sobhi Achtitah, Bram van Laarhoven (DP) |



| | |
|----------------------------------|---|
| Science | Jo Hooiveld (DP), Stephanie Kane, Estevan Veenstra (DP) |
| Social Studies | Roland Kraaijpoel, Merrit Vervenne (DP), Benjamin Zuurendonk (DP), Marlise Achterbergh (DP) |
| Knowledge Studies | Marlise Achterbergh (DP) |
| Group Project / Personal Project | Marlise Achterbergh (DP) / Estevan Veenstra (DP) |
| Music | Elenne Klok, Leendert-Jan Veldhuyzen (DP), Isabella van Wetten |
| Theater | Maria Couprie, Jim de Groot, Bas Grevelink |
| Physical Education | Matthijs van Schie, Pari ten Cate (DP) |

6.6 Team of Mentors

| Group Secondary Education | Mentor |
|----------------------------------|--|
| LA | Marjolein de Jong + Petra van der Geest |
| LB | Merel Kroese + Yvonne Franken |
| LC | Anja Beemster |
| Group 9 | Matthijs van Schie, Liselotte Sieffers |
| Group 10a | Sanne Gloerich + Benjamin Zuurendonk |
| Group 10b | Elenne Klok + Sobhi Achtitah |
| Group 11 | Merrit Vervenne + Estevan Veenstra |
| Group 12 | Marlise Achterbergh + Suzanne Lustenhouwer |
| Group 13 & 14 | Roland Kraaijpoel |
| Group 15 | Pari ten Cate and Philip Blinko |
| Group 16 | Maria Couprie + Bram van Laarhoven |

6.7 Team staff of support

| Role/task | Name |
|--|------------------------------|
| Management assistant | Nelleke de Weerd |
| Student Administration | Karin Koerts |
| Hostess Denise | Petra Bulck, Sanaa Saad |
| Host, technical assistant and time table maker | Ton van wijk |
| Educational Assistants Primary | Gina Lindeboom, Yosra Roshdy |



7. Communication

7.1 Communicate philosophy

In a community where young people and adults learn and work together on a daily basis anything can happen. Our students in the age of 4-18 develop themselves constantly and fast. We would like to influence that process in the most positive way. Close cooperation and contact between school, students and parents/guardians is crucial to reach that goal. The school puts a lot of effort in optimizing all communication between school, students and parents/guardians. Clear conventions between school and parents are necessary to make things as transparent as possible. Our core values and rules of behaviour apply also for parents/guardians and every one who cooperates with our school.

7.2 What parents/guardians can expect from DENISE

- Every month all parents/guardians receive a Parent Letter with the latest news concerning school issues and program.
- The teacher (or mentor in Secondary) contacts parents/guardians about issues of general kind concerning the student (results, presence and behaviour).
- The school management communicates with parents/guardians about events like parent-evening, school trip, excursion or field trip etc.
- There is a school website and this school guide with specific information about developments at school, schedules, curriculum, year calendar etc.
- Once every six weeks a coffee morning for Primary parents/guardians will take place. Parents/guardians can meet each other, teachers and staff about all kinds of subject.
- The school management organises two Sounding Board Evenings per school year to evaluate the program and organisation of the school and discuss new ideas.
- The teachers organises two Parent Meetings per school year to discuss the report card of the students.

7.3 What the school management and teachers expect from parents/guardians

- Parents/guardians are deeply involved with everything covering their kids at school.
- Parents/guardians read parent letters and emails from school.
- They will take notice of the year schedule, especially the dates of the holidays. The school does not grant leave around the holidays. Leave forms are available at the front desk of the school or on the website and need to be send in two weeks ahead.
- Parents/guardians who are concerned about their child or an event at school should contact the group teacher or mentor.
- Parents/guardians inform the group teacher or mentor about family matters that can influence performance or behaviour at school
- Parents/guardians check the timetable and 'het dagrooster' on the website on a daily basis. In case of illness / absence, the parents/guardians / guardians call the school between 7.30 - 8.30am (020-4802700). In Secondary, if the door of the classroom is closed, the lesson has begun. If the student comes in late, he/she are already marked as absent (A). This can be changed 'too late' after a conversation with teacher and / or mentor.





- In case of an emergency parents/guardians call always via 020 480 2700
- At drop-off and pick-up time for Primary there is always an opportunity to ask a short question or inform the group teacher. Between 8.00am and 8.30am the school management and other staff is around and they are available for questions.
- It is always possible make an appointment with mentor, group teacher or school management. Parents/guardians can send an email for contact to info@denise.espritscholen.nl. In Secondary our policy is to e-mail the mentor for questions. If that is not satisfying they can email school management.
- Changes to organization or policy are communicated by the school management to all parents/guardians in the parent letter, depending on the nature and urgency of the change.
- Private data from staff, students or parents/guardians is not provided to third parties.
- Highly personal, stressful or emotionally conversations are not conducted by the school by telephone. You will receive an invitation for a conversation at school.

