



Diversity, Equity, and Inclusion Policy

International School Delft

Version November 2022



DIVERSITY, EQUITY, AND INCLUSION POLICY

The International School Delft is committed to being a diverse, equitable and inclusive school with a strong focus on learning and student well-being. This is also reflected in our mission and vision statement. In this DEI policy, more information can be found on how this takes shape within ISD.

1. Statements

1.1 Mission Statement

Inspiring learning for a sustainable future.

1.2 Vision Statement

Our vision is to be an inclusive community that embraces authentic, inquiry-based learning that creates compassionate, internationally minded individuals, who strive to make a positive and peaceful change in the world.

1.3 IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

At the IB we want to understand and celebrate differences within our community, while recognizing and valuing the things we have in common. As we all strive to achieve our mission of creating a better world through education, we cannot underestimate the importance of diversity, equity, and inclusion (DEI).



2. Guiding Principles

International School Delft develops a community of learners who are well-prepared for their present and future challenges by:

- Embracing diversity and promoting international-mindedness
- Becoming self-navigating inquirers eager to embrace complexity and solve problems
- Valuing collaboration and demonstrating care and compassion
- Developing a sense of agency
- Taking responsibility for the world around them
- Engaging in high-quality inquiry-based learning

3. Purpose and objective of the DEI Policy

'The IB commits to being fully focused on the needs of our staff, IB Works Schools and their educators and students, as challenge ourselves to become a more diverse, open, inclusive, and accepting organization, standing against racism, prejudice, discrimination and marginalization wherever we can.' (International Baccalaureate Organization, 2022)

At International School Delft we endeavour to create an environment in which all our students feel emotionally safe and can access learning in a way and at a rate that suits their individual needs. To this end we:

- identify individual students' learning needs and ensure that their needs are met;
- shape our programme such that students with learning differences can participate in school activities;
- facilitate student-progress in a way that allows individual students to reach their potential;
- inform parents about their child's specific learning needs and progress;
- collaborate with parents regarding their children's individual learning arrangements;
- clarify communication protocols between parents and the school;
- engage students actively in the development of their individual learning plans (ILP);
- To involve external specialists through the Samenwerkingsverband, a specialist collaboration network, that can provide support when the needs of students cannot be met within the school.
- To involve other external agencies such as the JGZ and the CJG when this proves necessary to meet the needs of the students.



4. Definitions

4.1 Diversity, equity, and inclusion

At ISD we strive to celebrate and value our unique differences (diversity) while making sure that all our students feel a sense of belonging to the ISD community (inclusion). We do this by ensuring a welcoming school culture and providing equal opportunities and resources to all (equity).

4.2 Learning differences

At ISD we include students with the learning differences described below. This list is not comprehensive:

- mild to moderate learning difficulties. These are learning difficulties that can be supported within the support structures available at ISD.
- mild to moderate social, emotional and behavioural differences
- medical conditions
- mild to moderate speech differences
- mild to moderate visual and/or aural impairments
- mild to moderate physical disabilities
- high ability

4.3 Student well-being

At ISD children are accepted as they are, regardless of racial, cultural, religious, gender, or other differences in who they are. Through Restorative Practices, we facilitate the development of mutual understanding amongst our students. This is accomplished by our whole-school approach on well-being and by carrying out targeted programs in our curriculum.

Both ISD primary and secondary are in the process of getting the 'Healthy School' (Gezonde School) certification. The themes in which you can get certified are for example: Well-Being, Diet, Movement and Sport, and Media literacy. ISD does this by following the 4 guiding principles: education, school environment, identifying, and policy.



5. National context

The Dutch government has introduced the “Wet Passend Onderwijs” in 2014 which includes the duty of care schools have. This means that all schools in The Netherlands have the obligation to find a suitable place for all students according to their unique learning needs and qualities. The goal is to have all children reach their full potential. Therefore, schools are also required to offer extra support to students that experience barriers to learning.

6. Admissions

ISD is an inclusive school and admits students with learning differences as described above. Students are admitted based on the review of the documentation submitted as per the requirements of the admissions policy. With every admission, we look at the admission and the existing class to ensure all students are offered a balanced learning environment that works well for them. In the application permission is required to contact previous schools when more information is needed. Decisions about admissions of children with various learning needs are made by the Head of School in consultation with the Student Support Department.

7. Identification procedures

When a student fails to make sufficient process, the class or subject teacher will refer the student for additional support.

7.1 Confidential information

ISD follows the GDPR concerning the protection of personal data. During the identification process, student information is handled confidentially until parents give permission to share student information with external partners. In the case we need advice from our external partners, we will first do so anonymously until it is necessary to share specific student information (only with parents' consent).



8. Services offered

8.1 By the Student Support Department

After the student is enrolled for services by the Student Support Department, the following services may be offered, depending on the needs of the student:

- in-class support by the class teacher through accommodations of the programme;
- in-class support by a member of the Student Support Department;
- pull-out support by a member of the Student Support Department;
- meetings with the Student Support Department member responsible for pastoral care;
- support by external specialists through the external support network (see paragraph 9).

8.2 EAL in ISD

The IB views multilingualism as “An individual store of language at any level of proficiency including partial competence and incomplete fluency as well as metalinguistic awareness, learning strategies and opinions, preferences and passive or active knowledge of languages, language use and language learning” (Language and Learning in IB programmes 2014). At ISD, we endeavour to promote and develop a lifelong passion for language learning.

We support multilingual students new to English as an instructional language at school with our English as an Additional Language programme, as well as fostering and encouraging the maintenance and development of students’ home language.

Our EAL programme aims to scaffold and build the English language skills necessary for both social and academic (BICS and CALP) success. EAL students’ language progress and proficiency is monitored and assessed regularly by an EAL specialist teacher, and subject area teachers are trained and supported by the EAL department to teach multilingual learners in subject areas.



EAL in Primary

EAL provision is provided both in classrooms as additional support and in small group instruction. The main focus is on building (social) language and on speaking and listening skills. As a language learner develops their speaking and listening, literacy skills such as reading and writing are introduced, with a strong emphasis on maintaining the home language as a base for language learning.

EAL in Secondary

EAL students are supported in developing both their (social) language skills and academic language skills to provide and equip them to integrate into their subject areas. Subject area teachers are supported by an EAL specialist in providing scaffolding and identifying language goals to provide language learners with a connection to their home language.

By learning language, learning about language and learning through language (Halliday, 2004), we aim to develop an approach that integrates curriculum and language learning. For more information on the language approach and specifics on the EAL programme, please refer to the Whole School Language Policy.

9. Collaboration with external services

As ISD is a mainstream school for Primary and Secondary education, not all expertise and manpower is available to cater for every student's needs. For this reason, state-subsidised schools in The Netherlands are part of a support network (samenwerkingsverband) that facilitates help for students whose needs cannot be met within the support structure of the school. Through the support network, additional manpower and/or expert help can be brought into the school. In some cases, extra support and/or funding may be facilitated by involving the JGZ. In rare cases, the school is not the right environment for a student with complex learning and/or developmental needs. The support network can help find a place in a school where the students' needs can be met.



10. Responsibilities

10.1. School

The school provides training for staff to enable staff to implement and support differentiated instruction for students with differing needs. Staff meet accommodations set in students' ILPs. School staff are aware of the needs of students in their care. They respect the right to confidentiality of the child and his or her family.

10.1.0. Classroom teachers and mentors:

The responsibilities of the classroom teacher and the mentor differ between primary and secondary.

Specifically for primary:

- To provide differentiation in the class as needed.
- To implement the accommodations of the ILP in the classroom through differentiating the class programme.

Specifically for secondary:

Close collaboration between the mentor, the Student Support Department and the subject teachers is necessary for the successful implementation of an ILP. This includes the review of progress against the student's ILP.

The responsibilities for mentors are:

- To be aware of the needs of individual students and to raise concerns with the Student Support coordinator, following the correct procedure.
- To collaborate in the design of a student's ILP, including suggestions for accommodations.
- To communicate the ILP and make subject teachers aware of the ILP
- To work with the Student Support Department to monitor progress.
- To participate in the review of student progress.
- To consult with parents to clarify support provided to and progress made by their child.



10.1.1. Student Support Department

The Student Support Department consists of members of staff specialised in supporting students with differing needs.

Their responsibilities include:

- To review and store documentation from parents and external specialists needed for the development and implementation of the student's ILP.
- To obtain permission for the sharing of documentation by the IB (in case of the application for exam accommodations when necessary) and by the support network (mentioned under 9. collaboration with external services).
- To assist students and teachers with the implementation of accommodations and modifications (hold teachers accountable)
- To coordinate and provide support to individual students according to the ILP
- To ensure a focus on student well-being in the curriculum
- To monitor student well-being throughout the academic year
- To connect with the network of external specialists in the area

Specifically for secondary:

- To ensure that exam and other assessment accommodations are implemented during exams.

10.1.2. The Leadership Team

The school leadership team supports the provision of support with differing needs by:

- Collaborating with the Student Support Department on admission decisions regarding students who may need additional support.
- Actively seeking information regarding the progress of students in the care of the Student Support Department.
- Supporting the Student Support Staff in creating the best possible learning environment for students with differing needs.



10.2. Students

Where appropriate, students are involved in the development, implementation and evaluation of their ILP. They are encouraged to develop self-management, self-advocacy and independence to the best of their ability.

They should:

- Be aware of their learning goals;
- Actively strive to reach their learning goals;
- Understand their accommodations and self-advocate when needed;
- Reflect on their progress independently, with teaching staff, and their parents.

10.3. Parents

Parents are the primary responsible adults for their children's care and development. They know their child best and thus have insight in their child's functioning. Parental support is paramount for a child's level of success in education.

Parental involvement is facilitated by:

- Providing opportunities for parents and children to collaborate in developing transdisciplinary skills, including academic skills.
- Providing and being provided with information regarding their child's progress and concerns.
- Supporting their child's learning goals and the actions taken by the school to meet these goals.
- Being provided with the opportunity to discuss their child's progress with members of the Student Support Department.

11. Professional Development for staff

Well-being is an important part of Professional Development for staff. This counts for both wellbeing of staff and the PD on increasing students' well-being. This is done by focusing on the subject during inset days and regular staff meetings by getting external professionals in on certain subjects (such as international mindedness, learning differences, language approach, etc.) and by workshops developed by the Student Support team.



12. Policy review

This policy was reviewed in November 22 by a review committee. It is the responsibility of the coordinators to develop and maintain the policy review cycle, updating the information.

Student Support Coordinators and the SLT will be responsible for providing copies of this policy to the school community through staff meetings, school newsletter and website.

13. Further reference

This policy is to be read in conjunction with

- Language policy
- Inclusion policy
- Promotion Criteria
- ISD Standard terms and conditions

This policy is aligned with the:

References International Baccalaureate Organization. (2022). Diversity, equity and inclusion. Geneva: International Baccalaureate Organization.