



AICS
Amsterdam
International
Community School

SCHOOL SUPPORT PROFILE

SCHOOLONDERSTEUNINGSPROFIEL

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Chapter 1 General information

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Street + number	Prinses Irenestraat 59-60
Postal code and City	1077 WV Amsterdam
Brinnummer	17YS13
Phone number (general)	020 5771240
Mail address (general)	info@aics.espritscholen.nl

Name	AICS Satellite
Street + number	Arent Janszoon Ernststraat 130
Postal code and City	1082 LP Amsterdam
Brinnummer	17YS13
Phone number (general)	020 7234830
Mail address (general)	info@aics.espritscholen.nl

Name	AICS South East Amsterdam
Street + number	President Brandstraat 29
Postal code and City	Amsterdam
Brinnummer	17YS13
Phone number (general)	
Mail address (general)	info@aics.espritscholen.nl

1.1. Students Amsterdam International Community School

On the 11 of May 2018, the AICS had 1119 students.
 Primary school: 622 students (160 at location Satellite).
 Secondary school: 497 students (327 MYP, 170 DP)
 All classes have a maximum of 22 students.

1.2 Primary school: curriculum information

Our program is based on the principles of Inquiry Based Learning. This program follows an exciting thematic approach that integrates the topics of, for example, numeracy, literacy, science and art into meaningful contexts for delivery. To support Inquiry Based Learning we utilize the International Primary Curriculum as our starting framework. Teachers also create their own thematic units around the key concepts

1.3 Secondary school: curriculum information

Our two programs, the MYP (Middle Years Program) and the DP (Diploma Program) in the Secondary School are authorized by the IBO (International Baccalaureate Organization). The aim of these programs is to develop internationally minded people, who, recognizing their common humanity and shared guardianship of the planet, help to create a better, more peaceful world. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Chapter 2 School profile

2.1 Mission statement

- The AICS facilitates high quality, accessible, community-based international learning for students of all nationalities living in The Netherlands.

2.2 Vision statement

- To be a community where learning is at the heart of everything we do.

2.3 Context statement

- The AICS is a Dutch subsidized international school. This enables us to deliver high quality education at competitive fees.
- The AICS is accountable for high standards to the Inspectorate of the Dutch Ministry of Education.
- The AICS benefits from the resources in the Esprit Scholengroep and is accountable to its Board of Governors.
- The AICS is part of the Esprit Scholengroep, a large group of many different schools in Amsterdam. Other member schools of Esprit are: Berlage Lyceum, DENISE, Cartesius Lyceum, 4de Gymnasium, Marcanti College, Mundus College Amsterdam, Europaschool, de Eilanden, de WSV school and MSL.
- The AICS is a member of the group of Dutch International Primary and Secondary Schools (DIPS and DISS). The DIPS and DISS cater for the needs of students with foreign nationalities who will only be spending a few years in the Netherlands, as well as for those Dutch students who need to be educated in an international school to ensure continuity of education. The main language of instruction in our classes is English. The Dutch authorities contribute to the costs of these international schools, each of which must be closely connected to a standard Dutch school.
- The AICS is an IB World School. The Learner Profile of the International Baccalaureate Organization (IBO) is reflected in our mission statement.
- The AICS is a member of the Council of International Schools (CIS) and the European Council of International Schools (ECIS). The CIS and ECIS help us to maintain a Quality Care Cycle in the school and train our staff to answer to the highest quality standards respectively.

2.4 Esprit International

Internationalization of education within the AICS and the Esprit School group is a process with the aim of ensuring that the same quality of provisions and the same degree of access, without social stratification, is available at Esprit schools all over Amsterdam.

The Berlage Lyceum, DENISE, the Europaschool, Mundus College and the AICS are facilitating students' possibilities to take part in international and internationalising programs within the Esprit School Group.

The cross-school programming of the International Primary Curriculum (IPC) at the Europaschool (in Dutch), DENISE (in English and Dutch) and the AICS (in English) makes transitions between the schools easier.

The Europaschool also offers foreign language programs (English, French and Spanish) which ease possible transition to the internationalizing, bilingual (Dutch/English)

TTO program at the Berlage Lyceum

Berlage students with a good command of the English language, who have completed their higher secondary education (HAVO 5), or those who have finished the last year before pre-university education (VWO 4) successfully, can study the International Baccalaureate Diploma Programm (IB DP) at the AICS. For these students Dutch will be taught at the highest level.

Students with a good command of the Dutch language, returning from abroad can, possibly after a transition period at the AICS, study the internationalizing, bilingual (Dutch/English) TTO program at the Berlage Lyceum (Esprit) or another Dutch School.

2.5 Student Support

The AICS is an inclusive school. We believe deeply in our mission to serve our diverse and globally mobile community to the best of our ability, and accept children with a broad range of learning diversities.

Our mission is to facilitate high quality, accessible, community-based, international learning for students of all nationalities living in the Netherlands. Also, to be a community where learning is at the heart of everything we do. Our values are: diversity, community, integrity and discovery inquiry. Our mission of everyone included, challenged and successful is one we take seriously, believing that inclusive educational programming has a value that enriches the whole community. We serve students with a diverse range of needs given that we are sure to be able to meet their needs. It is important to note, that in the interest of giving the best support and education to every student, AICS can only accept a certain number of students with learning support needs.

Chapter 3 Admission

The AICS caters for the needs of students of all nationalities living in The Netherlands who require high quality, accessible, community-based international learning.

Parents and students need to be temporary residents of the Netherlands or a Dutch national either returning from or planning to relocate abroad. They will need to complete their application form, and provide the following documents listed below.

- proof of temporary residence (via an Employer's declaration or contract)
- copy of parent's/guardian's and child's passport

- the last 2 years school reports (in English)
- digital photograph of the child
- a *Historisch Gezinsuitreksel* document

3.1 Annual School Fees

Breakdown of the Fees

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1, MYP4	Secondary MYP5	DP1	DP2
Tuition Fees	€ 4.650,00	€ 4.650,00	€ 4.650,00	€ 5.550,00	€ 5.550,00	€ 6.550,00	€ 6.550,00
Deposit (New Students)	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00
Excursion Fees	€ 120,00	€ 370,00	€ 300,00	€ 550,00	€ 550,00	€ 750,00	€ 550,00
Lunch Supervision	€ 320,00	€ 320,00	€ 320,00	€ -	€ -	€ -	€ -
Year Photo	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00
Year Book	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00
Examination Fees	€ -	€ -	€ -	€ -	€ 450,00	€ -	€ 850,00
TOTAL	€ 5.625,00	€ 5.875,00	€ 5.805,00	€ 6.635,00	€ 7.085,00	€ 7.835,00	€ 8.485,00

3.2 Application procedure

First steps	Parents receive
1 a completed application Form with all supporting documentation is submitted registration	a letter confirming our receipt of the application, followed by a registration invoice
2 the registration fee is paid	a letter confirming our receipt of the payment
3 the application is reviewed for an Intake Interview and assessment	an invitation to make an appointment for an Intake Interview and assessment
4 the Intake Interview is completed	a letter informing parents of the status of the application

In the event that	Parents receive
the application is accepted	an acceptance letter with response slip
the application is wait listed	a letter of explanation and a response slip with the options to remain on the waitlist or cancel the application
the application is denied	a meeting with the headmaster along with a letter of explanation

Parents will be contacted via email (and not via post) if a place becomes available. Parents are

advised that if they are applying for an immediate start (midterm), and a place is available, this process from step 3 onward may take one to two weeks. However, if parents are applying for a delayed start date, i.e.: the beginning of the following school year, the process from step 3 onward will take place in the spring and they will be informed of the status of the application by the end of May. An Intake Interview or Play Morning (for students in Group 0 & 1) is standard procedure for all new primary school students, but may be waived for secondary school students if the school records are conclusive enough.

Before being placed within the school, a student is referred for an intake assessment by the Admissions Team. The intake assessment helps us to assess the student's learning profile. Standardized tests, such as a non-verbal reasoning test (NVR), are used to screen for academic potential of the student.

Additional in-house testing or in-class observation may be required for some students in order to ascertain the individual needs of a student in order that the appropriate support can be offered. In addition, the parent/guardian may be asked to complete further testing with outside specialists. If, after a period of no less than six weeks in school, we feel that we cannot meet the academic, social/ emotional, behavioral or physical needs of the student, (according to the government guidelines) we reserve the right to negotiate a transferal to an academic establishment that can better accommodate these needs.

3.3 Classroom learning diversity guidance and limits

The AICS' inclusive approach to learning means that we can accept students with an average to above average intelligence with English as an additional language and Learning Diversity needs. The AICS works with a maximum 18% students with Learning Diversity needs per classroom.

In order to ensure an optimal learning environment for our students the profile of class groups at the AICS is guided around the principles of mixed ability levels, social/emotional and special educational requirements, English language ability level and gender balance. The profiles indicated in the table help in guiding the creation of an optimal learning environment for all students regarding learning diversity.

In secondary due to student subject choice we are not always able to ensure an optimal student support profile.

3.3.1 Quantitative Student Support Profile

Social/Emotional	Dyslexia	Numeracy	Physical	Profiles: (Max of one AID per classroom)
1 : 22 (1 to 1)	2 : 22 (1 to 1)	2 : 22 (1 to 1)	1 : 22 (1 to 1)	<ul style="list-style-type: none"> • 4 mild Dyslexia/Numeracy = 18 % or • 1 Soc/Emot + 2 mild Dyslexia/Numeracy + Aid = 18 % Or • 1 Physical + 1 aid + 2 mild Dyslexia/Numeracy = 18 % Or • 1 Adhd/autism + 1 aid + 2 mild Dyslexia/Numeracy = 18 %
Adhd/Autism/Hyp	2 + 1 : 22 (not 1 to 1)	2 + 1 : 22 (not 1 to 1)		
1 / 22 Maximum	3 / 22 Maximum	3 / 22 Maximum	1/ 22 Maximum	

The school welcomes applications from all students at any time during the school year providing space is available. Our programs accommodate a wide range of abilities. The Student Support Team seeks all relevant information, including contacting the previous school if necessary, to obtain advice and standardized testing scores. A decision on placement will then be made. However, if the support required cannot be provided, a student will be assisted in finding more suitable schooling opportunities.

3.4 External Complaint Committee Education Stichting Onderwijsgeschillen

The External Complaint Committee Education can advise to resolve issues in 3 ways:

1. At school or board level;
2. At mediation level;
3. At External Complaint Committee Education level.

Email: <mailto:info@onderwijsgeschillen.nl>

The Esprit complaints procedure (in Dutch) <http://www.espritscholen.nl>

Chapter 4 Student Support

(Website Samenwerkingsverband VO Amsterdam Diemen)

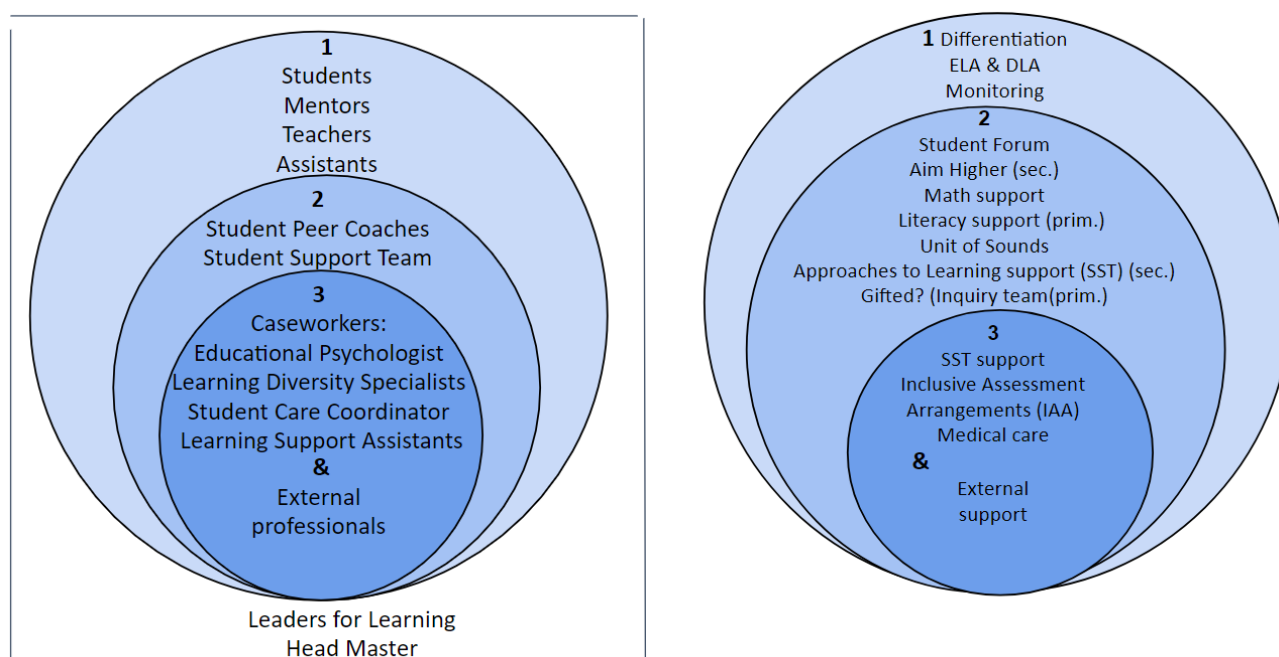
4.1 Core support (basisondersteuning)

The schools of the *Samenwerkingsverband* cooperative have come to an agreement about the standard type of support each school should endeavour to provide. We call this the core support *basisondersteuning* Amsterdam. All schools need to offer students (possibly in cooperation with chain partners) a minimum of preventative and differentiated support in the areas:

Cognitive	Disharmonic Intelligence Profile
Literacy & numeracy	Inadequate in Math and Language acquisition, requiring extra learning support
Development	Dyslexia, Dyscalculia, problems with processing information.
Academic Progress	Problems with focusing on tasks, motivation, attention, concentration, planning, organization
Social emotional	Fear of failure, withdrawn behavior, social isolation, difficulties with boundaries, bullying
Physical needs	Hearing impairment, visual impairment, motor skills, students in wheelchairs, chronic illness, disabled
General	Eating & drinking
Medical	See medical protocol
Home situation	Difficulties with home situation or with recreation in community
Substance Abuse	Preventive and remedial support with substance use (alcohol, drugs, internet and gaming)

4.1.1 AICS Student support circle

The Student Support System at the AICS is represented by the Student Support Circle.



4.2 Stage 1: The first circle: the classroom

This is the circle which is closest to the individual student. Students within Stage 1 follow the in-classroom curriculum and differentiation expectations as set out by the AICS.

4.2.1 Teachers (including specialists) and mentors

At school, the Primary School Teacher and the Secondary School Mentor are always the first point of reference in case of queries and concerns regarding any matters that may impact learning and/or development. They are responsible for the wellbeing of the specific students under their care.

4.2.2 Class assistants

Within the classrooms in the primary school, classroom assistants play a vital role in assisting teachers with general student support and teacher-guided differentiation.

4.2.3 Parents/ Guardians

At home, the parents/guardians are fully responsible for the wellbeing of the student.

4.3 Stage 2: The second circle: Student Forum

Within Stage 2 students receive additional guidance and/or support from within the school. This process is initiated and monitored via the Student Forum and parents are informed.

Student Forum provides an opportunity for teachers to come together to share observations and strategies. The aim here is in-class intervention. Students within Student Forum are supported and monitored. Goals set are tracked over a determined period of time via the Learning Support Profile. Support could take the form of: implementation of shared strategy, small group support (such as literacy support, Aim Higher (secondary only), etc. Possible guidance and/or involvement from the Student Support Team may be required.

4.3.1 Team members involved

Please see those listed under 4.2. In addition, Leaders for Learning, Student Peer Coaches (secondary) and possible guidance from Student Support Team as indicated above.

4.4 Stage 3: AICS Student Support Team & support from external agencies

Stage 3 support can be thought of as a program through which students with more specialized needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies, support by Learning Diversity Specialists, in and outside classroom support (including the Learning Support Assistants) and external support. Parents are informed.

This type of support may involve:

- individually designed inclusion opportunities
 - speech language therapy
 - functional life skills
 - study skills (including organizational skills)
 - vocational skills (secondary)
 - social skills
 - adaptive physical education
-

- adaptive music
- adaptive and/or assistive technologies
- updating Learning Support Profiles (LSPs) and/or Individual Education Plans (IEPs).
- specifically designed coursework (primarily for secondary students)
- formal accommodation (e.g. extended time for in-class and standardized testing)
- curricular modifications - when required and appropriate

4.4.1 Team members involved

Please see those listed under 4.2 & 4.3. In addition:

The Student Support Team consists of the Primary and Secondary Leaders for Learning, Zorgcoordinator (Student Support Coordinator), Learning Diversity Specialists (LDS), Psychologist, and the Learning Support Assistants (LSA). This team meets regularly in order to discuss and evaluate students of academic, social/emotional or behavioral concerns within the school.

Student Support Team members may also be caseworkers of Student Support Team students. This means that each may be assigned to a proportion of the cases under review at any given time. Caseworkers may provide direct support (for example academic support), or support may be indirect as each caseworker is responsible for collating information and coordinating support provided by internal and external professionals. Detailed records are kept of each student's overall history by individual caseworkers.

4.4.2 Student support team plus (SST+)

This group consists of the Student Support Team members plus the Headmaster and outside specialists such as the Primary and Secondary School Doctors and Nurse, Truancy Officers and Parent-Child Advisors *Ouder-Kind Adviseurs*. In addition, students can be referred to outside Specialists (i.e. occupational therapy, speech and language therapy, Altra) for particular needs which cannot be catered for within the existing school structures.

*Parent-Child Advisors *Ouder-Kind Adviseurs (OKA)* - Throughout any stage a parent is able to contact the OKA independently for advice and support. It could also be that in any stage a referral could be made to the OKA.

In addition to attending SST+ meetings, the Parent-Child Advisors also host a number of workshops throughout the school year for parents. For example, Triple P Parenting, Raising a Teenager, etc.

The Headmaster is responsible for overseeing organizational and educational matters for the whole school and student population.

At all the AICS locations we have external primary and secondary school Parent Child Advisors. They follow up on Student Support Team Plus referrals, provide a 'drop in' service for parents and secondary students and offer training for staff as and when necessary.

4.5 Procedures

4.5.1 Signaling

Stage 1: When a classroom teacher and/or mentor is concerned about some aspect of a student's progress, behavior or well-being he/she will decide what action is needed within the normal daily

classroom routine. If a student is having learning difficulties in one or more areas, the teacher will either make accommodations and/or modifications, to suit the student. This will be discussed with parents.

Stage 2: If the above does not provide adequate support to assist the student and the teacher and/or mentor and there continues to be concerns, it is at this point that a teacher and/or mentor is to create a Learning Support Profile (LSP) to start guiding intervention and tracking the support of the student. This will be discussed with the students (where applicable) and parents. It is with the information collected within the Learning Support Profile that teachers and/or mentors come together on a regular basis to discuss additional in-class interventions.

If after a period of intervention, tracking and review, a referral to Student Support Team is required, the Learning Support Profile will provide the basis for continued Student Support Team support; and if and when required, the basis for the creation of an Individual Education Plan. This will be discussed with parents and students (where application). A Learning Support Profile is reviewed and evaluated according to the same timeline of academic progress reports.

Standardized tests can also flag up students that might need assistance to access the Curriculum fully. From group three in the primary school PTM (Progress Test Math) and PTE (Progress Test English) standardized tests are used, along with the CAT (Cognitive Ability Test) in Group 4. The CAT is also administered in MYP 1 and MYP 5.

4.5.2 Referral process

If the decision is made to refer a student to the Student Support Team we will discuss first with student (where applicable) and parents and then refer. The forms that need to be completed in order for a referral to be processed:

1. The completed Learning Support Profile (LSP) where the student (where applicable) and parents have to be informed and the LSP is to be signed by the parents and possibly the student.
1. The Student Referral & Consent Form must be completed (to be completed by classroom teacher or mentor and signed by parents). Where applicable student to be informed.

Support in the area of:	Stage 2 support	Stage 3 support	Needed for referral:
Academic progress, literacy, cognitive	Aim Higher teachers	Student Support Team	Referral & consent form
Literacy	Literacy coord. Catch up Lit. coord.	Student Support Team	Referral & consent form
Numeracy	Math support teacher (primary)	Math support teacher (SST)	Referral & consent form

Social emotional	Student peer coaches	Student Support Team	Referral & consent form
Screening	n.a.	Educational psychologist	Referral & consent form
Home situation	Parent child advisor	External psychologist, Veilig thuis	No referral needed
Substance abuse	School nurse	School doctor	Referral & consent form
Physical, medical needs	Student Care Coordinator	School nurse School doctor	S11 form
Long term and/or frequent illness	Mentor/teacher Attendance Coordinator	School doctor	Mazl form Magister absences
Frequently absent	Mentor/teacher Attendance Coordinator	Truancy officer	Magister absences
Repeaters with non-promotional report	Mentor	Career Counsellor	Mandatory, no referral needed
Speech & language	Teacher	Speech & language therapist	Referral & consent form (where applicable)
Motor skills	Mentor/ teacher	Occupational therapist	Referral & consent form (where applicable)
Confidential talks		Confidentiality person	No referral needed

4.5.3 Support, monitoring and evaluation

Once a Student Support Team referral has been processed, the referral will be discussed at a weekly Student Support Team meeting. It is here that the Student Support Team will decide which Student Support Team caseworker will be assigned to a case. The appointed caseworker will introduce themselves to the student, parents and teacher/mentor. It is at this point that a Student Support Team File is created for this student.

Caseworkers may provide direct support (for example, small group academic support), or support

may be indirect, as each caseworker is responsible for collating information and coordinating support provided by internal and external professionals involved in the care of each student on the Student Support Team database.

In the case of an initial observation, it could be that a different caseworker more suited to the needs of the students is assigned. This will be discussed and decided at the weekly Student Support Team meeting.

Programmed goals are developed for each student by the Student Support Team specialist in cooperation with student (where applicable) teacher and/or mentor and parents. The Student Support Team (and Student Support Team Plus if required) reviews the student's progress regularly. There is ongoing communication between the student, teacher, parents and Student Support Team caseworker.

Detailed records of support and intervention are kept of each student's overall progress and history by individual caseworkers. These records take the form of:

1. Individual Education Plans (IEP) or Learning Support Profile (LSP)
2. Progress Reports
3. Formative & Summative in-class assessments
4. Standardized testing
5. Formal and informal observations

4.6 Social safety

The AICS works with the Approaches to Learning (ATL) continuum throughout the whole school and the Peer Coach program in the Secondary school.

4.6.1 Approaches to learning continuum

(Primary portal Pride Learner Passport website)

The curriculum, which runs from group 0 to DP2. It is divided into two branches - social and learning. We, at AICS, understand that just being good at math, or a great reader is not enough to open doors of opportunity in our students' lives. Both the social and learning, must be developed through a consistent and relevant approach. This is why we have incorporated this curriculum with our AICS Continuum Passport program.

4.6.2 Vision Student peer coach program

The AICS Student Peer Coach Program aims to empower students, both peer coaches and others. Peer coaches are approachable and trusted by their peers, and as a result, they need to be elected by their fellow students.

4.6.3 Roles of student peer coaches

- Eyes and ears of mentors
- Mini-counselors (conflict resolution)
- Introduction of new students

4.6.4 Limitations and boundaries

Elected students who have been agreed to be Student Peer Coaches are expected to act as Student Peer Coaches, which includes coming to trainings and meetings, be available to their fellow students and perform any other tasks related to their Student Peer Coach role. Any tasks/demands/responsibilities beyond these should remain the responsibility of staff members (teachers, mentors, Leaders for Learning, Student Peer Coach Coordinator).

4.7 Protocols and procedures social safety

Dyscalculia protocol

Dyslexia protocol

Gifted and talented protocol

Mental health protocol

Neurodiversity protocol

Child abuse protocol

Suicide intervention protocol

Protocols concerning social safety already in use:

10 Commitments

Long term illness protocol

Disciplinary sanctions

Incident report

Code of conduct

Anti-bullying policy

Emergency protocol

Lockdown

Medical protocol Esprit

Protocols Esprit (*in Dutch*):

Reglement pedagogische en disciplinaire maatregelen Esprit

Regeling Melding misstanden Esprit

Klachten regelingen Esprit

Protocols in Dutch:

School Shooting

Omgaan met de media bij incidenten

Protocols & policies added May 2018:

Protocol data leakage

If a disaster befalls the school

Omgaan met de media bij incidenten

Concept policy for guiding the cognitive talented (Secondary school)

Policy absenteeism students age 18+

Protocols in progress and ready for school year 2018-2019:

Internet and social media

Privacy rules

4.9 Privacy rules with divorced parents

The AICS follows the privacy rules that are set by the Dutch government. For parents that are divorced we use the following protocol:

Student support team protocol with divorced parents

According to Dutch law: “Burgerlijk Wetboek art 1:377c eerste lid” states that the parent who does not have custody of the student or the parent where the student does not reside has the right to receive all information pertaining to all academic and school situations. The Student Support Team of the Amsterdam International Community School enforces this rule and they will inform both parents of all issues relating to a student in their care.

Chapter 5 Professionals involved with support

5.1 Professionals involved in different support stages

The following professionals are giving support in different stages. Most professionals that give support in stage 1 & 2 are also involved in the support of stage 3 (i.e. school doctor, Parent Child Advisors).

Professionals in support stage 1 & 2

Leaders for Learning

Mentors

Teachers

Specialist teachers (i.e. English Language Acquisition, Literacy Support)

Class assistants

Career counsellor

Coordinator absences

Parent-Child Advisors

School nurse

School doctors

Truancy officers

Stage 3

Learning Diversity Specialists

Learning Support Assistants

Educational Psychologists

Advisor Inclusive Education

Speech & Language therapists

Occupational therapists

External GZ psychologists

Samen doen

Veilig thuis

Buurtregisseur

other external specialists e.g. Kentalis, Altra, 't Kabouterhuis, de Bascule.

5.2 Roles and functions of employees with support tasks

5.2.1 Classroom teacher and mentor

- Use a variety of teaching styles, and cater for different learning styles (i.e. differentiation) to allow students with needs to access the curriculum.
- Identify students within a learning need in the classroom.
- Provide intervention (accommodations/modifications) at a suitable level within the classroom when a student is identified as having a learning need.
- Use resources effectively to support students with Learning Diversity needs.
- Throughout this process the classroom teachers and/or mentor are to assess and keep records of the progress of students with Learning Diversity needs.
- After a (6 weeks) period of in-class support via the mentor/ classroom teacher, review to see if further intervention is required. If so, reflect within the Student Forum on next steps.
- This may be in the form of making recommendations for further assessment, support and guidance where and when needed; Next steps may include continued intervention in the classroom itself or a referral on to our Student Support Team.
- If the decision is made to refer a student to the Student Support Team, we will Inform and involve the parents so that we can work together to support our students.

5.2.2 Student Support Team

In order to meet the Learning Diversity needs of our students at AICS we must:

- Identify those students who have Learning Diversity needs as soon as possible. This is done via the channels and procedures of Student Forum
- Decisions made on how to proceed with the most appropriate form of support for a student is determined within the Student Support Team.
- Inform and involve the parents of the student immediately.
- A plan (i.e. Learner Support Profile (LSP) or Individual Education Plan (IEP)) is created by the Student Support Team caseworker assigned to the case which is shared with the parents and classroom teacher and/or mentor.

As guided by the caseworker in collaboration with the parents and classroom teacher and/or mentor:

- Provide intervention at a suitable level
 - Encourage active involvement by the students themselves in meeting their needs. Along with the classroom teacher and/or mentor is responsible for the social/emotional/behavioral support and learning support for academic needs.
 - Expand on the variety of teaching styles(i.e. Differentiation) to allow students with Learning Diversity needs to access the Curriculum.
 - Expand on the use of resources to support students with Learning Diversity needs.
 - Assess and keep records of the progress of students with Learning Diversity needs.
 - Work with outside agencies who provide specialist support and teaching for students with Learning Diversity needs.
 - Gather and analyze student data in order to track and monitor the progress and attainment of a student.
-

- Make referrals for formal evaluation where needed.

5.2.3 Leaders for Learning

The Primary and Secondary School Leaders for Learning are the second step in the student's wellbeing at school. They are also members of the Student Support Team.

Issues and problems with students are taken directly from the teacher and/or mentor to the appropriate Leader for Learning. Leaders for Learning, along with the Student Support Team, are responsible for checking and evaluating the quality of support.

5.2.4 Educational psychologist

The educational psychologist is responsible for Special Needs screening and assessment, which for the most part, is completed by an external specialist. The educational psychologist, along with the classroom teacher and/or mentor is also responsible for the social/emotional/behavioral support and learning support for academic needs. The educational psychologist is also a Student Support Team Caseworker.

5.2.5 Learning Diversity Specialists

The Learning Diversity Specialists are responsible for social/emotional/behavioral support and learning support for academic needs. Learning Diversity Specialists are also Student Support Team Caseworkers.

5.2.6 Learning Support Assistants

The role of a Learning Support Assistant is to guide students individually and in small groups, within the classroom (and if needed, outside the classroom). The LSA's will employ strategies set out by the teacher and/or mentor and/or Student Support caseworker. In addition to this the Learning Support Assistants will modify activities to ensure that students can access the curriculum to the best of their ability.

5.2.7 Student Care Coordinator (*Zorgcoordinator*)

The role of the Student Care Coordinator is to coordinate, in collaboration with the Student Support Team, that all the referred students are referred to the right institution or person. The Student Care Coordinator also maintains contact with the *Samenwerkingsverband*, Esprit and institutions that provide assistance, such as speech and language therapy, Altra, GGZ, GGD, PPI and the truancy officer.

5.2.8 Career Counsellor

(Task description 2017/2018)

- advises MYP 1-5 and DP 1+2 students on subject choices, further study- and career options;
- liaises with mentors and relevant parties and institutions outside the school;
- organises career events for the students in the school;
- monitors the individual students' (post-) school career planning and deadlines;
- reports back regularly to Leaders for Learning Secondary;
- advises with admission new students.

5.2.9 Confidentiality person

- makes him-/herself available for confidential talks with staff members, students and parents;
- follows up concerns which impact on the quality of teaching and learning.

5.2.10 Student Support Team Plus (SST+)

(Student Support Handbook page 10) The Student Support Team Plus (SST+) consists of:

- Members of the Student Support Team
- Head of school
- School doctor
- School nurse
- Truancy officer (Leerplichtambtenaar)
- Parent-Child Advisors
- Additional invited outside specialists (i.e. Advisor Inclusive Education, Altra)

Currently at the AICS we have two external primary school Parent-Child Advisors. One Parent-Child Advisor the main location for 10 hours per week and a Parent-Child Advisor for the Satellite for 4 hours per week, and an external Parent-Child Advisor for secondary students for 12 hours a week. They follow up on Student Support Team Plus referrals, provide a 'drop in' service for parents and secondary students and offer training for staff as and when necessary.

Chapter 6 Quality

6.1 Performance interviews

- Leaders for Learning and teachers have Focus Interviews at the start of each school year resulting in a focus (goal/target) for the school year.
- The teacher's seven competences guide is available on the Whole School Website.
- Teachers are expected to have a lesson plan and unit planner prepared prior to the lesson observation.
- Teachers fill in the Seven Competences profile and the POP Form, support staff only the Performance Interview Questions, on the basis of the defined objectives of the organisation (the AICS vision, mission, annual development plan and Esprit mission).
- The two completed profiles are compared by teachers and their Leaders for Learning during the Performance Interview, and finalise the POP Form/FTE Calc (Primary) after the lesson observation.
- Teachers have the option to use the information from this process to update their personal teaching portfolio.

6.2 On-going evaluations

Since the school year 2012-2013, the QCC Quality Care Committee) has been meeting regularly, in cooperation with AICS teachers and staff.

The QCC is chaired by the Quality Care coordinator and further consists of the two members of the AICS management team.

In 2013, we created a QCC 'Dashboard', which helps us to outline the focus areas, actions, responsible

persons, timelines, resources, expected outcomes and on-going structures involved (i.e. platforms, meetings). In order to give the QCC initiatives strong cohesion and articulation, we cross reference them to the outcomes of four reports:

- The IB MYP and DP Evaluation Reports (in 2017)
- The results of two Dutch Inspectorate visits (of the primary school in 2013 and of the secondary school in 2015) and the outcomes of
- The CIS whole school accreditation visit (in 2015).

6.3 Satisfaction surveys and questionnaires

With the help of satisfaction surveys and quality assurance cycles we monitor, evaluate and improve our student support profile. So we have:

- Scholen op de kaart satisfaction surveys students
- Scholen op de kaart satisfaction surveys parents
- Esprit satisfaction survey (MTO) support staff and teachers
- Quality Assurance audits through the Council of International Schools (CIS) and the International Baccalaureate (IB).

6.4 Evaluation report IB visit 30th of May 2017

Practice 9 (DP and MYP)	The school supports access for students to the IB programme(s) and philosophy.
9a+9b+9c (DP)	a. (DP) The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual diploma courses.
9a (MYP)	b. (DP) The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide. c. (DP) The school has strategies in place to encourage students to attempt the full diploma. a. (MYP) The school strongly encourages participation for all students.
Findings of the team	A meeting with the student support team indicates that all students in the school's middle years participate in the MYP and are supported as necessary. The student support team expressed their dedication to making the programme as inclusive as possible. The school registers all DP students for the full Diploma and while it has grade requirements for DP subjects, it continues its commitment to an inclusive approach into the Diploma Programme. The school provides significant resources to facilitate access arrangements for a number of student in the DP to encourage SEN students to attempt the full diploma. The school also caters for admission into the diploma programme from outside.
Commendations	The school for encouraging students to attempt the full diploma and for providing SEN support so that all students can participate in the MYP.
Support in IB Documentation	"Access" and "Building an accessible programme" in The Diploma Programme: From principles into practice, pp. 8, 20–3 Rules for IB World Schools: Diploma Programme Guide to school authorization: Diploma Programme, p. 7 Current Handbook of procedures for the Diploma Programme MYP: From principles into practice MYP Coordinator's handbook, D1.2

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard A

The school's educational beliefs and values reflect IB philosophy.

	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		
Conclusion	• Shows satisfactory development	• Shows satisfactory development

6.5 Dutch inspection visit 28th of May 2013

Basisondersteuning Beoordeling inspectie

Algemeen	<p>Algemeen beeld</p> <p>De inspectie stelt vast dat de kwaliteit van het onderwijs op de Amsterdam International Community School (AICS) van voldoende kwaliteit is. De school behaalt voldoende eindopbrengsten. Het onderwijsleerproces heeft de inspectie als voldoende gewaardeerd en enkele onderdelen als goed. Een enkel element van de afstemming is echter nog van onvoldoende kwaliteit. De kwaliteitszorgactiviteiten die de school uitvoert zijn intensief en van een voldoende tot hoog niveau.</p>
Ontwikkelpunten	<p>Didactisch handelen</p> <p>De inspectie beoordeelt echter één indicator van de afstemming als onvoldoende. Dit onderdeel betreft de manier waarop leraren de instructie afstemmen op relevante verschillen tussen leerlingen (indicator 6.2). Een beredeneerde aanpassing dan wel verlenging van de instructie (op basis van toetsresultaten) is nog niet bij alle lessen een vast onderdeel van de lesplanning, al heeft de inspectie hiervan zeker ook een aantal goede voorbeelden gezien. De instructie is veelal gericht op de gehele groep, waarbij vooral sprake is van begeleid inoefenen.</p> <p>Analyse van toetsgegevens</p> <p>De inspectie beoordeelt de analyse van de toetsgegevens als voldoende (indicator 7.2). Er zijn goede voorbeelden te vinden waarbij de analyses uitgewerkt zijn en er conclusies zijn geformuleerd die in de lessen gebruikt worden om de instructie af te stemmen op de onderwijsbehoeften. Het verder uitwerken van deze praktijk, zodat alle leraren binnen de school ook voldoende vaardigheden beheersen om deze uit te voeren is nog wel een verbeterpunt. Nu fungeert het overleg met de SEN specialisten nog teveel als vangnet.</p>

Indicatoren m.b.t. specifieke leerlingondersteuning

8. Zorg	
8.1 signalering zorg	3
8.2 op basis van analyse bepalen aard van de zorg	4
8.3 de school voert de zorg planmatig uit	3
8.4 evalueren van de effecten van de zorg	3
9. Kwaliteitszorg	
9.1 de school heeft inzicht in de onderwijsbehoeften van de leerling populatie	3
9.3 de school evalueert regelmatig het onderwijsleerproces	3
9.4 de school werkt planmatig aan verbeteractiviteiten	3
9.5 de school borgt de kwaliteit van het onderwijsleerproces	4
9.6 de school verantwoordt zich aan belanghebbenden over gerealiseerde onderwijskwaliteit	3
Datum van vaststellen door inspectie	28 mei 2013

6.6 School self-evaluation core support

	agree	begin stage	devel oping	acti- vity plan
The school is able to signal students that need extra support on different cognitive and social emotional areas.			x	Yes
The school has good protocols on the areas of severe reading difficulties/dyslexia, severe math problems/ dyscalculia, medical support and safety. The school follows the protocols.			x	Yes
The school has a clear and adequate support structure put in place, recognizable for staff and parents.			x	Yes
The school is capable of working in a structured manner to think, to act, to organize or to refer. The cyclic process van setting targets/goals, work according to plan and evaluation is used.		x		Yes
The school has a good relationship with the parents with students that need extra support outside the basic support standard (set by the SamenwerkingsVerband Amsterdam Diemen, see appendix).			x	No

	agree	begin stage	devel oping	acti- vity plan
The school has a good relation with the Child Day Care centres and crèches, focused on continuum and an oral transfer for new students that will attend the school.		x		No
If the student transfers from the primary school to the secondary school or transfer from primary to another (special) school, the schools share information. The students information about the academic and social/emotional development will be shared in a careful and structural procedure.		X		No
The school works firmly together the chain partners like support given by Parent-child advisors, school doctors, special education schools, advisors of the <i>Samenwerkingsverband</i> cooperative and their expert group to offer specific support to students which enables them to develop continuously.			x	No

6.7 Extra support

Circumstances	Strengths	Barriers
Building	<p>Accessible for wheelchairs, invalid toilet, elevator. Rooms for external specialists. Big entry, library, art room, dance and music rooms, little gym hall, dance studio, ICT- room, science labs.</p> <p>Learning centres for extra support on first, second and third floor.</p> <p>Child Day Care and afterschool care Partou in the same building.</p>	<p>Old building, small staircases, moderate air supply, not possible to close entry. Sport hall is not in the building.</p> <p>Playing ground is too far away from the classrooms.</p>
Attention and time	<p>Maximum of 22 students per class. Group 0, 1,2 have full time class assistants. Group 3 has part time class assistants.</p> <p>Group 4,5,6,7 share class assistants.</p> <p>Primary specialist teachers Dutch, music, drama, dance, ICT and art.</p> <p>Science club for students that need extra challenge.</p> <p>Student Support team gives support to a lot of students.</p> <p>Students make portfolios to share with the parents at the end of the school year.</p> <p>Cooperation with chain partners such as Parent-child advisor.</p> <p>Cooperation with Partou concerning AICS students and lunchtime supervision.</p>	<p>The class assistants can be planned in more efficient to increase student support.</p> <p>Walking to the gym takes too much time.</p>
School environment	<p>The school is situated in Amsterdam Zuid.</p> <p>It can easily be reached by public transport.</p>	<p>Many students live outside the neighborhood. The school is less accessible by car especially just before school starts.</p> <p>This creates a dangerous traffic situation.</p> <p>The playground is not limited and too small for the amount of students.</p>

Student population	<p>The students have 75 different nationalities. The academic language is English.</p> <p>The parents are often highly educated.</p> <p>They are involved with their children.</p> <p>The parent committee the Melting Pot organises parties and i.e. the summer fair.</p>	<p>The academic language is English. There are a lot of students that start with an insufficient level of English.</p> <p>Big diversity in educational needs.</p> <p>The annual fee is high.</p>
Team factors	<p>Enthusiast, involved and international team.</p> <p>Well educated staff. Mixture of new and experienced staff.</p> <p>Big support team (administration, caretakers etc.)</p> <p>Student support team.</p> <p>External speech & language and occupational therapists at school to give support.</p>	
Teachers factors	Well educated, involved teachers.	No policy provided about class management.
Chain partners	<p>Child parent advisor, advisor inclusive education, truancy officer, speech & language therapy, local police (<i>buurtregisseur</i>), special education schools and institutes such as Bascule, 't Kabouterhuis, Altra, Kentalis.</p> <p>Advisors of <i>Samenwerkingsverband</i> cooperative.</p>	
Possibilities to provide extra support.	<p>Student support team with educational psychologist, learning diversity specialists and learning support assistants.</p> <p>The school offers differentiated learning and support to the students that need support. The school support students that are inadequate in their academic progress.</p> <p>The school organises meeting with the external specialist for expertise.</p>	<p>External specialist do not always speak enough English.</p> <p>Dutch support institutes such as het ABC, IWAL do not facilitate English assessments.</p> <p>Referring to the Dutch special education school is not possible due to the language.</p>

	The school works together with special education partners such as de Bascule, 't Kabouterhuis, Altra and Kentalis.	
Facilitating specialised support.	The AICS has provided assistants to support students with a medical background in place.	

6.8 Development and ambitions core support

Signaling

- Not all the teachers are sufficient enough to a signal students problems and to create a plan of action.
- Teachers are not always capable to decide if basis support is enough for the student.

Pedagogy and didactics

- Not all the teachers are able to differentiate.

Privacy and filing

- The school did not have an English program to store information. Information about students was not accessible for teachers and parents. A program in English (ISAMS) will be implemented next school year.
- It is not clear for the people involved who writes what in Magister.
- Privacy rules are not always followed by the staff.
- There are no clear rules about privacy yet

Core Support

- Further development of differentiation across the board to facilitate learning and stimulate intrinsic motivation.
- Develop clear guidelines for mentor regards to Student Support Team.
- Further development Math differentiation.
- The school will start with a new approach to support for talent and gifted students.
- To continue and refine the Student Forums.
- To improve the transition procedure from AICS to other schools

Professional development:

- Teachers could be educated more in the academic, social emotional and organisational competencies students with extra support needs.
- Increase connections with high-quality providers of trainings for teaching staff and Student Support Team.
- Increase connections with high-quality providers of trainings for secondary teaching staff and Student Support Team: during Inset Days in January and March 2017.

6.9 Activity plan

Project goals:

Student support vision:

- To increase early intervention and support for students within the classroom by teachers first & foremost.

- Increased collaboration between the SST and teaching staff, within the SST including leadership.
- More direct lines of communication and clearer channels of communication.

Professional development:

- Deepen understanding of differentiation and specialized support of AICS Teaching Team and Student Support Team.

Guidelines, policies, protocols:

- Intention is to establish clear guidelines, procedures and protocols to support and structure our vision of increasing early intervention and support for students within the classroom by teachers first & foremost.
- Increased collaboration between the SST and teaching staff, within the SST including the AICS leadership team.
- To increase direct lines and clearer channels of communication.

Staffing:

- Learning diversity specialists and caseworkers (ratio 1FTE: 200 students).

Facilities:

- Intention is to establish an SST presence in all areas (floors) of the school to foster increased SST visibility to students and staff and to foster relationships and exchange of practice between SST and teaching staff.

6.10 Ambitions and limitations to our education

The AICS aims to become an inclusive school within the mainstream. All students need to be independent, self-regulating and able to access AICS curricula through differentiation and accommodation. The AICS is not able to provide modification to AICS curricula.

We need to ensure that there is a balance of learning diversity needs that we can support within a class before we can accept a student. Please see the class profile below.

It is important to note the AICS does not provide one-on-one support for students unless specifically funded.

The safety of our students is of utmost importance. Therefore the AICS cannot accept students who may be a danger to themselves (if we are not able to support), others or the environment.

Social/Emotional	Dyslexia	Numeracy	Physical	Profiles: (Max of one AID per classroom)
1 : 22 (1 to 1)	2 : 22 (1 to 1)	2 : 22 (1 to 1)	1 : 22 (1 to 1)	<ul style="list-style-type: none"> • 4 mild Dyslexia/Numeracy = 18 % or • 1 Soc/Emot + 2 mild Dyslexia/Numeracy + Aid = 18 % Or • 1 Physical + 1 aid + 2 mild Dyslexia/Numeracy = 18 % Or • 1 Adhd/autism + 1 aid + 2 mild Dyslexia/Numeracy = 18 %
Adhd/Autism/Hyp	2 + 1 : 22 (not 1 to 1)	2 + 1 : 22 (not 1 to 1)		
1 / 22 Maximum	3 / 22 Maximum	3 / 22 Maximum	1/ 22 Maximum	

