



SCHOOL GUIDE 2017 - 2018



AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL

PRIMARY &
SECONDARY

INTERNATIONAL EDUCATION IN ENGLISH



DUTCH INTERNATIONAL SCHOOLS



AICS SCHOOL GUIDE 2017 - 2018



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Welcome to the AICS!

Being "international" means more to us than what is in your passport. It means that you are able and prepared to value and handle differences and diversity.

We realise that a celebration of differences and diversity is all the more important in a world where globalisation and immigration have weakened the ties between citizens. And we realise that a lack of knowledge about one another has strengthened ill-feeling around the world.

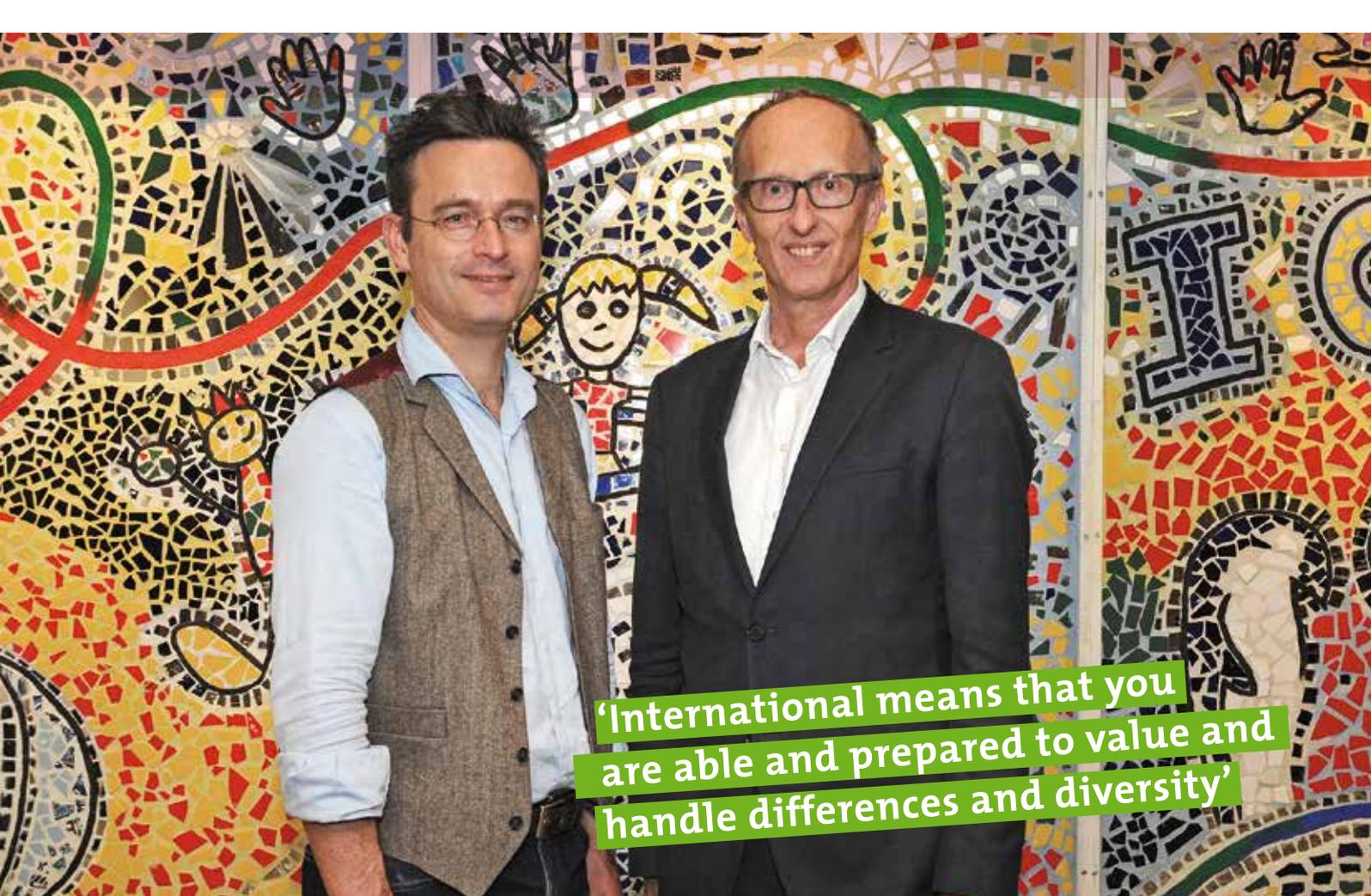
So our education is aimed at schooling for knowledgeable and inquiring students who are also compassionate and wise human beings. As an international community school, we aim to educate our students within a network of cognitive (inquiry-based) and affective (community-, diversity- and integrity-based) components of learning.

This school guide gives you a good idea about what it means to be educated at the AICS. This school year we will incorporate the recent (April 2017) findings of the International Baccalaureate (IB) Evaluation visit in a whole school Five Year Evaluation of all our services.

The resulting 2018 Activity Plan will ensure that we live up to the high expectations of our accredited member status of the Council of International Schools (CIS).

We continue to grow to an expected total amount of approximately 1300 students at the end of the school year 2017-2018. In order to accommodate this growth we keep on making the necessary adjustments in the main building and the Satellite building. The AICS Satellite building will remain and we keep on working towards leaving the main building by 2021 for a new, purpose-built school at the A.J. Ernststraat in the Zuidas area.

Looking forward to meeting you at the AICS!



'International means that you are able and prepared to value and handle differences and diversity'



EDUCATION MANIFESTO OF THE ESPRIT SCHOOLS

The purpose of this Education Manifesto is to provide insight into the Esprit School members' collective outlook and our shared goals, expressed in what we feel are six unique cornerstones:

- EXCELLENT EDUCATION**
- INTERNATIONALISATION**
- COORDINATING SCHOOL AND HOME ENVIRONMENTS**
- PROFESSIONAL ROLES OF EMPLOYER AND EMPLOYEE**
- EDUCATIONAL LEADERSHIP**
- ACCOUNTABILITY AND INTEGRITY**

Based on these cornerstones, we, the Esprit Governing Board, and the heads of the schools with ultimate responsibility, aim to provide inspiration to our schools. For this, our cornerstones must be translated into day to day education in close association with our students. We

believe it is important to allow room for the development of individual qualities and the individual development of students and employees. Consequently, we aim to offer education at Esprit Schools that enables students to use the talents they have to achieve the best possible educational results. This Education Manifesto points the way, and is intended as the basis for the policy agenda of the various Esprit schools. In the context of “good management” and the quality framework, School Heads render accounts of the results of their policy to the Esprit Governing Board. The Esprit Governing Board in turn renders accounts to the Esprit Supervisory Board and government authorities

The Esprit Governing Board regards this Education Manifesto as a ‘dynamic’ document. This means that we shall not attempt to ‘freeze’ reality, but on the basis of annual evaluations, we shall adapt the Education Manifesto to any changed circumstances.







THE PHILOSOPHY OF THE AICS

The AICS Philosophy: Community-based International Learning

We explain the philosophy behind the Esprit Education Manifesto, and our vision and mission as 'the education of the international community, in the Dutch and International community, by the Dutch and International Community'. Our students acquire all the necessary academic skills while learning about themselves, their community, and the international world. We aim to:



- enable students and staff to achieve their full potential (talent development);
- create an accessible, diverse, caring learning environment and display respect for people from all backgrounds (world citizenship);
- develop high quality, meaningful and accessible approaches to (team-) teaching and learning, producing clearly documented outcomes which are held up against officially approved benchmarks (professional and result-oriented);
- creatively use and add to the experience of living in the Amsterdam and Dutch community (entrepreneurship).

PROGRESS ON EDUCATIONAL QUALITY AT THE AICS 2016-2017

At the AICS we work from important values. They include diversity, integrity, inquiry and community. These values embody who we are and they are the starting point for the development towards our goals.

Our goal is to provide our students with the highest possible quality of teaching and learning. We think that educational quality consists of three components: (1) great teachers; (2) a written, aligned and concept-based curriculum including outcomes; and (3) essential day-to-day learning methodologies, resources and assessment tools.

In 2016-2017 our focus has been on the further improvement and consolidation of all three components, in particular the inter- and intra-primary and -secondary curricular connections and the availability of our curriculums and assessments via a digital network.

We use the 176 criteria of the Council of International Schools (CIS) as the most whole school and process-oriented criteria to achieve this. The AICS continues to evaluate and strives to improve standards and practices as an ongoing process, led by the school's Quality Care Committee. An official whole school Five Year Evaluation of all 176 standards is planned for the school year 2017-2018.



We also use recommendations from the Dutch inspectorate's report (2013 and 2014) and the International Baccalaureate Middle Years' and Diploma Programme (IB MYP and IB DP) evaluation report (2017) to achieve our goals. Compared to the CIS criteria, these recommendations are more outcome-oriented and serve as important markers for the progress we are making.

MISSION, VISION AND CONTEXT STATEMENT

MISSION STATEMENT

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

VISION STATEMENT

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

CONTEXT STATEMENT

- The AICS is a Dutch subsidised 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, Europa School, de Eilanden, De Watergraafsmeerse Schoolvereniging, Montessori School Landsmeer.

- 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 Organisation (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.



ESPRIT INTERNATIONAL

Internationalisation 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 Esprit schools are facilitating students' possibilities to take part in international and internationalising programmes 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 programmes (English, French and Spanish) which ease possible transition to the internationalising, bilingual (Dutch/

English) TTO (Dutch/English bilingual) programme 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 Programme (IB DP) at the AICS. For these students Dutch will be taught at the highest [Language A] level.

Students with a good command of the Dutch language, returning from abroad can, possibly after a transition period at the AICS, study the internationalising, bilingual (Dutch/English) TTO programme at the Berlage Lyceum.

Mundus College is specialised in vocational education for international students. This makes transitions possible to further vocational education or DENISE.



AICS SATELLITE LOCATION

In August 2016 the AICS expanded by opening an additional location called AICS Satellite. For the school year 2017-18 this location will have groups 0, 1, 2, 3 and 4. Each year these students will roll up to the next grade level. Every school year we will have places available for group 0 and group 1. If existing students leave, we will then have some places available in the other groups. There will still be groups 0-4 at the Main Location.

This is a 5-10 minute cycle/drive from the AICS and from direction Amsterdam two to three stops further on the metro and tram.

Public transport: metro 51, tram 5 and bus 199.

This new location has the capacity to cater for groups 0-7 with a total number of 330 students. The AICS Satellite is a small intimate school with a big heart, looking forward to welcoming new families and educational professionals.

The start and end times are the same in both locations. New and existing staff will work at the AICS Satellite. The Leaders for Learning and Management Team will work at and oversee both locations.

The facilities include bright spacious classrooms with smartboards, two playgrounds and a library.

Shared facilities include one of the playgrounds, a little gym, a full sized gym and a theatre.

Partou child care/after school care is also available at this location.

Please call 020 661 38 09 or email ajernststraat134@partou.nl for more information.

This building also has a local Dutch school, some gemeente offices and a café/restaurant. It is a lovely community building which fits in with our school ethos of being a community school.

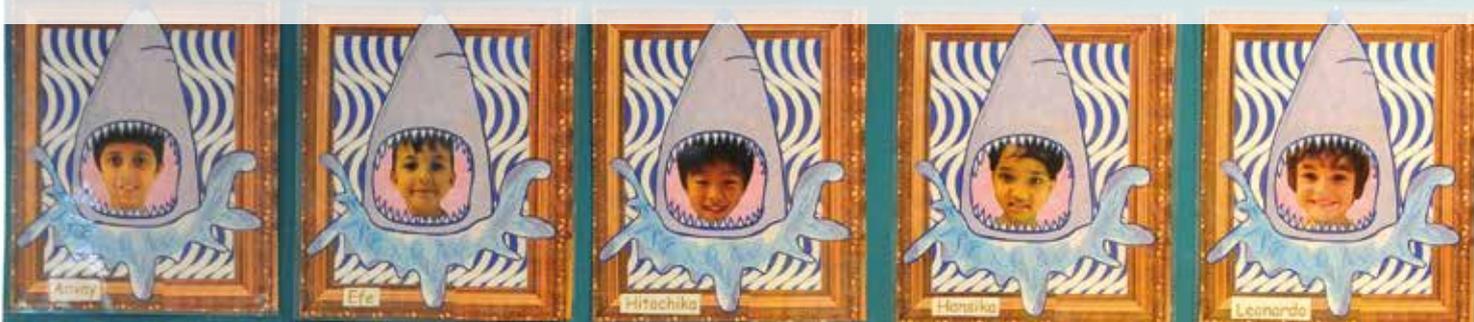
When applying for the AICS, you have the option to choose to be on the list for one particular location or both locations (meaning whichever location becomes available first). The AICS Satellite is part of the AICS: we are now one school in two locations. The curriculum, school values, philosophy are the same.

The students at the AICS will not transfer to the AICS Satellite. Transferring between the locations will not be possible at any time.

The idea is that students start and remain at one location. The AICS Satellite is situated opposite the Gelderlandplein shopping centre in Buitenveldert. This is a 5-10 min cycle.



**AICS Satellite A J Ernststraat 130
1082 LP Amsterdam, Phone: 020 723 4830**



The Primary School is organised in age-based year groups.
Only in exceptional circumstances will students be placed out of age

To enter Group 0*	a student should turn four after	1 October of that year
To enter Group 1	a student should be four by	1 October of that year
To enter Group 2	a student should be five by	1 October of that year
To enter Group 3	a student should be six by	1 October of that year
To enter Group 4	a student should be seven by	1 October of that year
To enter Group 5	a student should be eight by	1 October of that year
To enter Group 6	a student should be nine by	1 October of that year
To enter Group 7	a student should be ten by	1 October of that year

*group 0 begins every year in January

GRADE COMPARISON TABLE

Please note this is a “grade equivalent” comparison not a “curriculum” comparison:

AICS	USA & CANADA	England/ Wales
Group 0	Pre School	Reception
Group 1	Pre School	Reception
Group 2	Kindergarten	Year 1
Group 3	Grade 1	Year 2
Group 4	Grade 2	Year 3
Group 5	Grade 3	Year 4
Group 6	Grade 4	Year 5
Group 7	Grade 5	Year 6



All classes have a maximum of 22 students. 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 learning diversity requirements, English language ability level and gender balance. In order to establish and/or maintain an optimal learning environment these principles will be reviewed at the end of each academic year and our Teaching and Leadership Team will decide on whether or not a class group will remain the same or be 'mixed'. Each class has a designated Primary School qualified teacher that is responsible for the individual year group. The year group teachers work collaboratively on the planning of the curriculum and this ensures that all students have access to the same concepts and learning activities. In addition to the classroom teacher there are also specialist teachers that deliver

Dutch Language and Culture, English Language Acquisition (ELA) and Physical Education (PE). All teachers are involved in the assessment and reporting of the progress of the individual students that they teach.

The Groups 0, 1 and 2 have full-time classroom assistants to help support the teaching and learning. Group 3 has part-time teaching assistants who may also assist other areas of the primary school according to different curricular and student needs. Teaching assistants help support the diverse learning environment so that the classroom teacher may differentiate to meet the needs of individual students and make optimal use of a multi learning-style approach in daily lessons. A Learning Support Assistant (LSA) is also provided across the whole age range and they provide specialist support as part of our inclusion programme.



GROUP 0

Group 0 begins each January and runs until the end of the school year (January to July). A child turning four between October - December would need to wait until January in order to start school. A child turning four from January to the end of March can only start on their fourth birthday. Children turning four after March will need to wait for group 1 in August. The fees for group 0 are not shown in this School Guide as the price fluctuates yearly. We do not receive a full subsidy for this group so it is slightly more expensive than group 1, but you only need to pay for the number of months your child will be attending.

SECTION 1

INQUIRY BASED LEARNING

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

CORE VALUES OF THE IPC:

The principle of the IPC is to focus on a combination of academic, personal and international learning for children worldwide, combined with innovative and exciting ways to learn.

THE IPC IS DESIGNED TO HELP CHILDREN:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives.
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.

Each Thematic Unit contains Learning Goals which are subdivided into:

- Subject Goals
- Personal Goals
- International Goals

These key learning goals are identified within the eight subject areas of: art, geography, history, information and communication technology (ICT), language arts, mathematics, literacy, music, physical education, science, technology and additional language. At the AICS our additional languages are Dutch and English Language Acquisition (formally known

as EAL). International mindedness i.e. respect for others, is also an important element of the programme.

Each unit of work lasts between five to eleven weeks and provides a rigorous and meaningful teaching framework supported by a wide range of resources. The programme is designed in such a way as to allow teachers to spend more time developing creative, personalised learning for their children

At the AICS the IPC unit provides the central starting point for the curriculum planning. We take the programme a step further by infusing aspects of other international curricula such as:

- **FOSS Science:** This is a hands on programme that enables children to participate in the scientific process and carry out experiments on the key concepts in each IPC Unit.
- **Inquiry-Based Learning:** This is where students own questions and curiosity are used to drive the development of conceptual understanding alongside the skills development in the IPC.

Numeracy and Literacy are critical elements of learning to learn in the Primary years. As such we also deliver these as individual subjects within the daily time table.

www.internationalprimarycurriculum.com





SECTION 2 HOME SCHOOL WORLD (HSW)

Every day your child should read for the stipulated time period for their age group. This should as far as possible be in the form of collaborative reading where the parent/s read along with their child and provide a positive encouraging feedback.

HSW Additional Projects and Investigations:

Each year group team also provides an information with relevant home activities which your child can choose to engage with if they wish to. Often these projects have a family aspect where together you may be solving an interesting Inquiry or creating a model or

researching in the local community. We find that these highly motivational projects are a form of play in their own right and children love to engage with these forms of Home School World Investigations.

The most important aspect is that Primary Aged children should be learning to enjoy education outside of school and not finding it a chore or a place of conflict. A family approach to learning leads to children who develop a positive relationship with homework in the later Secondary Phase of their Education.





The children follow a structured literacy programme that includes phonics, shared reading, spelling, vocabulary building, handwriting, guided reading, comprehension, grammar and writing for different purposes. Literacy instruction is devised by the classroom teacher to meet each student at their individual level, supporting or challenging the students as needed.

SECTION 3 LITERACY

We recognise that reading and writing are integral cognitive and academic skills needed to ensure student success in all areas. In reading and writing we draw on individual objectives as we strive to provide high-quality instruction in all classrooms. At the AICS the depth and quality of the reading and writing process has been developed through a Reader's and Writer's Workshop approach to instruction.

In Reader's Workshop we choose not to use one reading programme (e.g. Oxford Reading Tree) because we believe reading to be much more complex and multi-faceted than only learning to read. Some children begin from a BIG PICTURE (abstract) perspective. They see whole words

and whole sentences and seek the story first. Some children begin from the codes, letter sounds and diagraphs and build up into the words and sentences and the story gradually reveals itself (concrete). A majority of children use a combination of both strategies – moving between Abstract to Concrete and Concrete to Abstract. Therefore, our approach to reading reaches into every area of our curriculum through a variety of approaches. For instance, Guided Reading, Reading for Meaning, levelled reading, and reading for pleasure at school and at home.

In Writer's Workshop, students will work through the writing process as they publish written pieces in a variety of text types. All students will



have the opportunity to write narratives, non-fiction and poetry over the course of the school year. During each writing unit, students will also be introduced to one or more of the six writing traits: Ideas, Word Choice, Organisation, Sentence Fluency, Voice and Conventions. We look forward to helping bring out the inner author in all of our students!

The children also learn about the nature and use of the English language by learning about:

- The skills which help them to use the language effectively
- The meaning, use and form of language
- Enjoyment and appreciation of language

Language and Literature is an extension of the literacy programme in Groups 3 to 7. This is a weekly two-hour block where students are further challenged in either:

- English Language and Literature
- Dutch Language and Culture
- ELA English Language Acquisition

This session enables Dutch and English speaking children to study classic literature or have a further opportunity to extend their English and Dutch Language development towards academic understanding.

SECTION 4 NUMERACY

The numeracy or math skills and concepts programme is organized around four dimensions:

- Number Concepts (Addition, Subtraction, Multiplication, Division, Fractions, Algebra, Decimals)
- Shape and Measure (Angles, Geometry, Units, Ratio)
- Data Handling (Graphs, Charts, Data Analysis)
- Problem solving and logic

The students engage in multi-sensory, interactive programmes for learning entitled: Investigations and Numicon. Investigations is a mathematics curriculum designed to help all children develop understanding of the fundamental ideas of number and operations, geometry, data, measurement and early algebra. Math lessons consist of mental mathematics activities, whole-class teaching, differentiated group tasks and a plenary. The use of practical equipment is integral to the learning of all students.

The Numicon Project is a collaborative endeavour to facilitate children's understanding and conceptual modelling of maths. It is a quality first teaching approach designed to give children the understanding of number ideas and number relationships that are essential for success in maths. In Numicon a series of structured patterns – Numicon shapes – are used to represent numbers, as part of a progressive teaching programme.

Mathematics is also an integrated part of Units of Work. The student's progress is reported in terms of 'level of thinking of' numeracy learning goals. A range of Mathematics schemes are used to serve the different learning needs and strategies of the students. In mathematics, children learn about the nature and use of mathematical ideas and skills by being taught about:

- Connections between what they learn and their everyday existence
- Basic mathematical skills
- Mathematical language
- Applying what they learn to practical situations
- Reflecting on their own mathematical activities and checking the accuracy of their results
- Recognising and using relationships, rules, patterns and structures
- Describing strategies of investigation and reasoning in their own words



We recognise the importance of helping every child experience success in Mathematics. By using the Accelerated Maths programme to enhance our curriculum, we have better means to provide personalised practice on objectives that target individual student's needs. These activities give valuable practice and reinforce the skills being learnt. The teacher is able to see, at a glance, how each student is progressing. Problem areas as well as areas of extension can be more quickly identified and intervention introduced when necessary. The automated marking system helps to provide immediate feedback for both the teacher and the student.

www.renlearn.co.uk
www.numicon.com



SECTION 5 SCIENCE

Foss Science Kits are implemented throughout Primary Groups 0-7. These are used to complement the implementation of IPC learning goals. Since 2013 the Primary School has its own Inquiry Laboratory where science experiments can be carried out by the Primary students.

Developed at the Lawrence Hall of Science, University of California at Berkeley, FOSS is an on-going research project dedicated to improving the learning and teaching of science. The FOSS programme materials are designed to meet the challenge of providing meaningful science education to prepare students for life in the 21st century.

Development of the FOSS programme was, and continues to be, guided by advances in the understanding of how youngsters think and learn. The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations,

and analyses. The FOSS programme was created to engage students in these processes as they explore the natural world.

www.fossweb.com



SECTION 6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

In order to enhance the research-based work of the Units of Inquiry, we fully integrate ICT in the learning process so that students see the intrinsic value of technology. With the aid of Smart boards (interactive whiteboards), and a vast variety of computer learning programmes, including touch typing lessons, the students will be exposed to the most recent technology in Primary education. Every classroom has installed three computers and a smart board (an interactive whiteboard).

Additionally, computers are available in our Library and ICT lab. Our ICT lab is equipped with computers or laptops, a smart board and an innovative ICT equipment museum..

**At AICS Satellite we do not have a formal ICT lab but ICT equipment is available for whole class and/or individual student use*



SECTION 7

SPECIALIST LESSONS

Specialist Classes consist of English Language Acquisition, Dutch Language Acquisition, Dutch Language and Culture, Physical & Health Education (P.H.E), Music and the Performing Arts. These classes are facilitated by specialist teachers and allow for small group learning opportunities and/or specially equipped learning environments. These are timetabled throughout the week and located in the appropriate specialist learning area.

English Language Acquisition (ELA)
The English Language Acquisition (ELA) Programme recognises that the majority of the students learning English at our school already know more than one language, and are adding English to that repertoire. Thus the focus of the ELA programme is to improve the English Language cognitive and language skills needed for participation within a community, the International Primary Curriculum and their future academic needs in the Secondary school.



Students follow a differentiated ELA programme that either develops:

- Building blocks of the English Language. This is called English Language Acquisition
- Or
- Conceptual understanding of English Language. This is called English Language and Literature

This differentiation is based on the rigorous research into second language development where it is known that children develop both social language skills (Basic Inter-Communication Skills) and academic language skills (Cognitive Acquisition Language Development).

All students with little or no English when they start at the AICS will join the ELA Starter class. This is a pull-out programme of intensive English language instruction that lasts one school year. These students will not attend Dutch language and culture lessons. All other English language lessons will take place in the classroom with additional ELA support where possible. After one year a student's ELA status is reviewed and if required a second year of ELA Starter lessons will be provided. All students taking part in ELA Starter classes will be notified with a letter home.

Depending on the language proficiency, Group 0, 1 and Group 2 students thus follow a differentiated ELA or Dutch Language

Communication and Language

The Big Carrot

10 poffertjes = €0.50
3 throws = €0.50

Surprise for you!

Suddenly,

Characters
Characters

Setting
Setting

Place

Problem
Problem

Solution
Solution

· see · right · would
· saw · write · wood
· two · there · their
· two · their

present - now → ing
past - happened → ed

find - found feed - fed day
sleep - slept throw - threw stay
hold - held feel - felt walk
swim - swam sit - sat lake streak
- all family bicycle lake bake



Acquisition programme. Students receive specialized ELA support depending on their English language skills and comprehension. This may be in small group setting or within the regular classroom itself. The progression of achievement of each student is clearly communicated to the parents/guardians at each reporting period.

Dutch

Dutch Language Acquisition and Dutch Language and Culture are classes taught to facilitate the students with the integration of Dutch language and culture here in The Netherlands. The students are familiarised

with Dutch customs and traditions, aiming to help them feel more at home in The Netherlands and confident in their communication with their Dutch community.

Dutch Language Lessons

Dutch lessons are provided by a teacher who is a Dutch Native Speaker. Dutch language curricula as well as a method designed for non-native speakers are used to ensure consistency and progress in the students' Dutch language development. The progression of achievement of each Dutch student is clearly communicated to the parents/guardians at each reporting period. Dutch levels are

identified as Dutch Language Acquisition (beginners, standard) for non-native speakers and Dutch Language and Literature for native or bilingual Dutch language speakers. A student's Dutch language level is indicated on student report cards. The students participate in Dutch lessons to experience and enjoy Dutch culture and to gain additional language skills and understanding through play and theme-based learning. All students in Groups 0 through 7 follow the Dutch Language and Culture lessons. Students are as much as possible grouped according to their Dutch language abilities. The Dutch Primary Curriculum incorporates discussing current



affairs, combining language learning with cultural enrichment as well as Dutch history and geography. Our Primary School organises school wide cultural events like King's Day and Sinterklaas, which are yearly highlights at the AICS.

In 2017-18 we are expanding the number of hours that Dutch language and literature students will be studying Dutch. This will be increased from three hours to four hours. The Dutch language and literature course will focus on the development of speaking, listening, reading and writing and is designed for students with a Dutch heritage or Dutch passport.



CURRICULUM INFORMATION PRIMARY SCHOOL

PHYSICAL & HEALTH EDUCATION

Physical & Health Education classes are provided for all age groups and are taught by a specialist P.E. teacher. Group 3 - 6 students will be transported from the AICS to the P.E. facility via Stint (large cargo bicycles), each group accompanied by a supervisor. As students will be riding in a "stint" to the P.E. facility it is important that they are properly dressed for the weather (if it's raining, please ensure your child is wearing rain boots and a raincoat - no umbrellas as these are safety hazards when walking in a line). Group 7 students will walk to the P.E. facility also accompanied by a supervisor. Groups 0-2 have P.E. at a gym facility inside the school building.

**At AICS Satellite students will remain on-site at the AICS Satellite for PE lessons. All specialist teachers will travel from The AICS Main building to the Satellite school. All students attending the AICS Satellite will receive the same amount of lesson hours regarding the art, language and PE programmes.*

Groups 3-7 are required to have the following gym kit in order to be allowed to participate in P.E. lessons:

- Gym bag marked with child's name
- Indoor gym shoes
- AICS t-shirt and athletic training shorts

Please clearly label all items with your child's name. Failure to have their gym kit on a P.H.E. day will result in an unexcused absence of



participation. If your child needs to be excused from P.H.E. lessons due to special circumstances (e.g. medical reasons: physical injury) please provide your child with a doctor's note. We also ask parents to email their class teacher with permission to remove any religiously related jewellery from their child before P.H.E. Parents need to email class teachers giving consent to do so and a brief description of the significance of this type of jewellery. If we have not received consent to remove the jewellery the child will need to sit out from the lesson for safety reasons

PHE in Primary will be taught in Dutch by qualified PHE teachers. This is in order to further contextualize the language skills our students are





PERFORMING ARTS

The AICS Performing Arts curriculum is based on a conceptual dance education approach where creativity, imagination, and expression are combined with developmentally appropriate movement. During the classes children are provided with collaborative, problem solving opportunities in an inclusive, supportive, non-competitive environment. Children are active participants in each class, where they are free to explore their own creativity and expression while increasing their dance skills and technical vocabulary

learning in their Dutch language lessons. With this approach all AICS students are able to further develop their Dutch language skills, giving them the opportunity to confidently join in and participate in athletic and movement activities within our Dutch community. We understand that many of our students are new to the Dutch language. Our PHE teachers are also fluent in English and will assist students in English if required.

In Physical & Health Education, children learn about healthy lifestyles and performing a range of movement activities through the IPC learning goals by being taught about: developing physical competence and confidence, developing creativity and imagination, a range of activities, a range of skills, physical development, healthy lifestyles, teamwork and communication. The knowledge, skills and understanding which children gain through their study of physical education can be regarded in terms of: Skills, Planning, Performance, Evaluation, Fitness and Health. Students will have the opportunity to participate in: Gymnastics, Ball games, Athletics and Dance.

THE MAGIC ROUNDABOUT

On Wednesdays the students engage in a multifaceted brain based programme that stimulates their holistic development in art, science and physical agility. The activities may include:

- Movement and Muscle skills training (Active at AICS)
- Dance and coordination
- Gymnastics
- Ceramics
- Visual Arts
- World Music
- Dutch Culture and traditions
- Cookery
- Science (Rockets, Forces & Energy, Electricity, Chemistry, Environment)
- World Culture
- Yoga

The programme currently begins with Active at AICS in Group 0 and Group 1 then develops into the rotating carousel of activities throughout the whole primary school.

In Magic Roundabout lessons that are led by a native-Dutch speaker, will be taught in Dutch. This is in order to further contextualize the language skills our students are learning in their Dutch language lessons. With this approach all AICS students are able to further develop their Dutch language skills, giving them the opportunity to confidently join in and participate in art, music and athletic and movement activities within our Dutch community. We understand that many of our students are new to the Dutch language. Our Magic Roundabout teachers are also fluent in English and will assist students in English if required. All other Magic Roundabout lessons will be taught in English.



SECTION 8

GEMEENTE AMSTERDAM SPECIAL PROGRAMMES

Swimming

Group 5 students will participate in a swimming programme provided by the Gemeente Amsterdam. The Gemeente Amsterdam's aim is for every child to obtain at least their A-diploma. Parents are firstly responsible to ensure their children are given the opportunity and support needed to obtain their A-diploma. This swimming programme is provided to help facilitate success of this mission.



Swimming lessons take place weekly. The goal of these lessons is for students to attain a Dutch nationally accredited swimming diploma. Attendance is mandatory. Private bus transportation will be provided. Supervisors accompany the students to their swimming lessons. Students are required to have the following swim kit in order to be allowed to participate:

- Swim bag marked with child's name
- Swimming suit
- Towel

Please clearly label all items with your child's name. Failure to have their swim kit on a Swimming lesson day will result in an unexcused absence of participation. If your child needs to be excused from swimming lessons due to special circumstances, please provide your child's teacher with a doctor's note.

Students who have already obtained at least an A-diploma from the "ZWEM-ABC" will be able to participate in the first 18 lessons of the swimming programme in order to practice for the next diploma. Students who have not yet received a "ZWEM-ABC" diploma will have 36 lessons to practice for one or more diplomas. Students who participate in only the first 18 lessons will follow a special programme at school with one of the Group 5 teachers for the remainder of the swimming lesson schedule.

Ice Skating

Group 5, 6 and 7 students will participate in an ice skating programme, along with other Dutch schools. These take place at the Jaap Eden Sports Centre.



Art/Music/Museum trips

We hope to be selected again this year to have our Group 6 and 7 classes participate in a programme consisting of a Concertgebouw Music workshop, and personal tours through museums around Amsterdam.

The AICS Primary also participates in a number of MOCCA (music/drama/arts/



singing) programs in which specialised teachers join our classes and teach our students, along with our teachers, how to explore the arts in school.

Natureeducatie programs – Nature Programs

Groups 1-7 take part in a number of outdoor education activities such as Schooltuin (School Gardens) in Group 6 and 7, a field trip to a farm (in Group 4), and a number of other activities for Groups 1, 2 and 3 such as bug and plant walks.



SECTION 9 TRANSITION

At the AICS each student is guided to achieve to the best of his or her ability. The AICS takes account of academic achievement, developmental stage and skills in approaches to learning. The AICS only requires students to repeat a year in exceptional circumstances and when it is considered to be of personal or academic benefit to the student.

NEW, PROMOTED AND LEAVING STUDENTS 2016-2017

2016-2017 % NEW STUDENTS THAT JOINED THE AICS:

Groups 0-3: 58%

Groups 4-7: 14%

2016-2017 % STUDENTS PROMOTED TO THE NEXT YEAR:

Groups 0-3: 100%

Groups 4-7: 100%

2016-2017 % STUDENTS LEAVING THE SCHOOL DURING OR AT THE END OF THE SCHOOL YEAR

Groups 0-3 10 %

Groups 4-7 12 %



THE PRIMARY SCHOOL DAY



Group 0-2

Arrival/school opens 8:25

Registration / lessons / Begin 8:40

(15 minutes) Story time and snack

Morning break

Play time

30 minutes (play time)

Lessons

Lunch Break

30 minutes (lunch time)

30 minutes (play time)

End of day 15:15

Wednesday finish at 12:00 (half day)

Also applies to AICS Satellite Location

Group 3-7

Arrival/school opens 8:15

Registration / lessons / Begin 8:25

(15 minutes) Story time and snack

Morning break

Play time

30 minutes (play time)

Lessons

Lunch Break

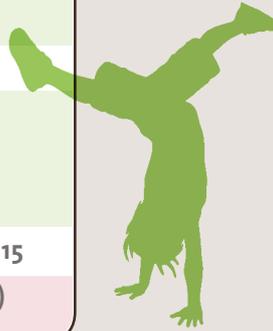
30 minutes (lunch time)

30 minutes (play time)

End of day 15:15

Wednesday finish at 12:00 (half day)

Also applies to AICS Satellite Location



IN 2017-2018:

Primary Groups 0-2 students will have 1127 hours of educational learning time;
Primary Groups 3-7 students will have 1175 hours of educational learning time.

LATE ARRIVALS AND ABSENCES

Groups 3-7 officially begin at 8:25am and end at 15:15pm Monday to Friday, with the exception of Wednesdays on which the school day ends at 12:00pm. Groups 0-2 start at 8:40am and end at 15:15pm. Students arriving later than the beginning times above must report to the Caretaker, located at the entrance of the school. Students will be given a late slip to take to their classroom teacher and be asked to 'sign in' at reception. This confirms that the student in question has been entered as 'present' in the school's database. This is an important safety measure so that we are informed of who is in the building at all times. In these instances the students will enter through the reception doors on their own to walk to their classrooms. With younger students needing assistance, the caretakers or Leaders for Learning present for morning duty will accompany the student to their classroom.

Parents/guardians are responsible for the arrival of their children at the correct time. You will be contacted if your child consistently arrives late. The Administrator will send a letter to the parent for an invitation to meet with the Head of School. Late arrivals will be recorded and reported to the School Truancy Officer. If students are not in school, and we have not heard from the parents/guardians

by 9:00 am we shall need to contact them to ensure the student's safety.

Late arrivals: Please remember to respect the learning that is taking place. Students should enter the classroom quietly. Please do not interrupt the lessons. Interruptions disrupt the concentration and learning of all. Please email info@aics.espritscholen and your child's teacher by 9am if you know that your child will be late or absent. Please provide the appropriate information so that our records can be properly updated and the teacher can be informed.

AFTER SCHOOL CLUBS

A variety of after school activities are organised every term. Children can participate in after school activities such as dance, sewing, languages, karate, Zumba, inquiry and many more.

Anyone interested in running an after school activity should contact the After School Clubs organiser Marta,
email: m.wisniewska@aics.espritscholen.nl.

You will be informed of these activities via the AICS Newsletter. Parents will be billed for the After School activities in which their children participate. Activity choices should be made in order of preference.

> > THE PRIMARY SCHOOLDAY

ENTRY AND EXIT PROCEDURE (Main Location)

Doors open at 8:15 for Group 3 to 7 children to enter the school. (Please arrive between 8:15 and 8:20). Students will be asked to collect a late slip and sign-in if they arrive a school later than 8:25.

Doors open at 8:25 for Group 0 to 2 to children enter the school. (Please arrive between 8:25 and 8:30). Students will be asked to collect a late slip and sign-in if they arrive a school later than 8:40.

As we do not have room for all parents from Groups 0 to 2 we respectfully ask parents who arrive early to wait outside.

Parents with children in both sections of the school are welcome to wait in reception because of the additional wait time.

Please remember that if you choose to arrive early that you make sure your children are dressed for the weather.

We request that all children and parents wait off the steps until invited to calmly enter the building.

In regard to afternoon pick-up, we would like to make the following requests due to student safety issues that have arisen:



- Students in Group 4-7 who are picking up their younger sibling(s) must wait in the classroom of their sibling until parent/guardian pick-up.
- Parents need to ensure that if their child has permission to go home alone (Group 7 only), that this has been discussed with the classroom teacher and Leader for Learning in order to be permitted.
- Only students in Group 7 can be given permission by their parents to come to the reception to wait for parent/guardian pick-up. Students in Group 7 can also be given permission to go straight home. Either of these possibilities needs to be discussed with the parent, student, classroom teacher and Leader For Learning in order to be permitted,
- If children are to be collected for a play-date, etc. by another student's parent/guardian after school the classroom teacher and school office (info@aics.espritscholen.nl) needs to be notified via email. Students will not be sent home with the parent or guardian of another student unless the classroom teacher has been notified.

We are making these requests in regard to the safety of your children and our students. We want to ensure that all of our students are supervised at all times during our afternoon exit routine.

At the end of the school day Group 0-7 students can be collected from their classrooms.

Please note that on Wednesday lessons end at 12:00.

We truly appreciate your cooperation with this request. Together we can ensure that our AICS children have a calm and safe start to their school day. An essential ingredient for a day full of meaningful learning!

ENTRY & EXIT PROCEDURE for Groups 0-4 (AICS Satellite Location)

These procedures are in place to ensure the safety of all students and staff entering the building in the morning. We have a large number of people passing through a relatively small reception area.

Drop-off procedures in the morning

Doors Open at 8:15 for Group 3 to 4 children to enter the school. (Please arrive between 8:15 and 8:20).

Students will be asked to collect a late slip and sign-in if they arrive a school later than 8:25.

Doors open at 8:25 for Group 0 to 2 children to enter the school. (Please arrive between 8:25 and 8:30). Students will be asked to collect late slips if they arrive later than 8:40.

We kindly ask that all Group 0 - 2 families remain outside the school building until 8:25, to ensure smooth entry for our Group 3-4 students.

If you have a child in Group 0/Group 1, please hold on to the hand of your child. Once you reach the classroom, you are welcome to settle your child in for maximum 5 minutes and then you are kindly asked to say your goodbyes and exit the building.



If you have children in Group 2 AND in Group 3 or 4, you may enter the building at 8:15 and we ask you then to gather on the carpet in the middle of the school building until 8:25 before dropping your younger child off at class.

If your child will not be present at school please be sure to email the classroom teacher and info@aics.espritscholen.nl

Pick-up at the end of the day (Satellite Location)

The school doors will open at 3:15 pm and parents are free to walk to their child's classroom to collect them. Students in Groups 0-3 must be collected by a parent or guardian from the classroom. Please keep in mind that our teachers often have scheduled planning and meeting times after school. If you would like to meet with your child's teacher please contact them for an appointment.

BREAK TIMES

Students are supervised by class teachers during morning break. Between 11:30 and 14:00, a Lunchtime Supervision Team will supervise the students while they eat their lunch and play. An additional fee of approximately € 1.50 per school day per child will be charged to all Primary parents/guardians for this service. If you are interested in being on the Lunchtime Supervision Team please contact Partou, De Blauwe Rotspinguin (020) 442 0130.

SNACK AND LUNCH

Students need to have a snack box, and a separate lunch box provided from home. Parents/guardians are asked to send healthy foods and avoid sweets, glass containers or fizzy drinks. Please label the boxes and drink containers with your child's name, and mark clearly which box is for snack and for lunch. Water is provided in class. During snack time, the teacher or class assistant reads a story to the whole class.

We encourage the children to eat healthy food and to develop healthy social eating habits. The children sit at a table set with mats and decorative centre pieces and we create a pleasant restaurant atmosphere in the classroom; some rooms play classical music quietly to the class. The children are expected to remain seated at the lunch table with their peers, eating slowly and quietly, for a minimum time of 20 minutes.

If a child forgets their lunch, the school will ask the parents to reimburse this cost.

LABELLING YOUR CHILD'S BELONGINGS AND CLOTHES

Please label all your child's belongings and clothes as there is always a large pile of unclaimed lost property by the end of each school term.

MESSAGES FOR THE TEACHER/MEETING WITH A TEACHER

As all classroom teachers, specialist teachers and teaching assistants are busy preparing for lessons or supervising entry areas in the morning so we ask that all parents who wish to communicate information to a teacher to do so via email. This way we can ensure all AICS staff can properly attend to their responsibilities in the morning. All parents will have the opportunity to speak to their child's teacher at the end of the day when you pick up your child from the classroom. If you require more than a quick talk, please email your child's teacher to set up a formal appointment. Please note that it may take between 1-3 days before a teacher is able to respond to your email due to their teaching duties and/or after school meeting schedules

HEALTHY EATING PROTOCOL

We respectfully request that cakes, sweets, gum and party bags are not sent into school. Some children are allergic to certain ingredients or have dietary restrictions and some parents do not want their child exposed to these foods.





Our two programmes, the MYP (Middle Years Programme) and the DP (Diploma Programme) in the Secondary School are authorised by the IBO (International Baccalaureate Organisation). The aim of these programmes is to develop internationally minded people, who, recognising 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.

www.ibo.org

IB MYP (International Baccalaureate Middle Years Programme)

The academic year 2017-2018 will be the third year that the concept driven curriculum, which encourages teaching and learning for understanding, will have an external eAssessment in MYP 5. All classes in MYP have a maximum of 22 students.

THE EIGHT SUBJECT GROUPS

- 1 Language and Literature (English and Dutch)
- 2 Language Acquisition ((Dutch, English, French, German and Spanish)
- 3 Mathematics
- 4 Arts (Drama, Music and Visual Arts)
- 5 Sciences (Integrated Sciences, Physics, Chemistry and Biology)
- 6 Physical and Health Education
- 7 Individuals and Societies (Geography, & History)
- 8 Design (Product and Digital)

MYP TEACHERS ORGANIZE THE CURRICULUM WITH APPROPRIATE ATTENTION TO:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Language and identity.** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.





E-ASSESSMENT

AICS offers the externally assessed IB Middle Years Programme (MYP) eAssessment. The eAssessment is a combination of several onscreen examinations (two-hour examinations on the school computers) and ePortfolios (samples of student coursework) that evaluate the MYP 5 students' conceptual understanding. eAssessment focuses on synthesising information, evaluating findings and applying them to real-world situations. It also prepares MYP 5 students for the rigorous demands of future studies such as the IB Diploma Programme (DP). eAssessment involves all the AICS MYP 5 students and it will take place between February and May 2017. A certificate will be awarded to MYP 5 students who will successfully meet the eAssessment requirements. eAssessment is a compulsory part of the programme and involves an additional fee.

THE MYP CERTIFICATE

The MYP certificate is the highest standard of achievement in the MYP and results in official recognition and IB-validated grades. The MYP certificate requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- Five on screen examinations from each of four required subject groups, plus an interdisciplinary assessment
- One ePortfolio from a course of study in Language Acquisition
- One ePortfolio from a course of study in Physical and Health Education, Arts or Design
- The Personal Project
- Meeting the school's expectations for Service Learning

Conditions for the Award of the MYP certificate

The MYP certificate will be awarded when all conditions have been met in compliance with the General regulations: Middle Years Programme and as described below.

The IB will award a MYP certificate to each candidate who has:

- Gained a grade total of at least 28 from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56
- Gained at least a grade 3 in at least one subject from each subject group
- Gained at least a grade 3 for the personal project
- Gained at least a grade 3 for the interdisciplinary on-screen examination
- Completed the school's requirements for Service learning.

SERVICE LEARNING

SERVICE in the MYP

What is it?

- 1 It is a core element of the MYP curriculum.
- 2 It is a type of action that starts in the classroom but extends beyond the classroom.
- 3 Service can take different forms:
 - Direct service
 - Indirect service
 - Advocacy
 - Research
- 4 It is a self-directed, personal learning experience: through engagement in service, you not only make the world a better place, you also learn a great deal about yourself.





STUDY (HOMEWORK) CENTRE 'AIM HIGHER'

Aim Higher is open to all students between 8:30 and 17:00 and is supervised during study periods (see "Aim Higher" timetable)

- students can work on their assignments supervised by (specialized) teachers
- students need to sign in and sign out (by supervisor in charge)

- students who missed deadlines should be encouraged to go to 'Aim Higher' and complete the work.
- in certain cases the Leader for Learning can decide to make a student's attendance mandatory for a period of time if this is in the best interest of the student. In this case a letter is sent home to inform the parents/guardians.

OVERVIEW OF TOTAL AMOUNT OF LESSON HOURS (45 MINUTES) PER STUDENT PER SUBJECT AREA PER WEEK MYP 1-5

SUBJECT AREAS	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
LANGUAGE AND LITERATURE	TOTAL: 8	TOTAL: 8	TOTAL: 8	TOTAL: 8	TOTAL: 8
Dutch	4	4	4	4	4
English	4	4	4	4	4
LANGUAGE ACQUISITION	TOTAL: 0	TOTAL: 3	TOTAL: 3	TOTAL: 3	TOTAL: 3
German MYP 2 - 4	0	3	0	0	0
Spanish (MYP 2-5)	0	3	3	3	3
French (MYP 2-5)	0	3	3	3	3
<i>MYP 2-5 Choice of one language acquisition</i>					
MATHEMATICS	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4
Mathematics	4	4	4	4	4
ARTS AND DESIGN	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 6	TOTAL: 9
Music	4 <i>(term 2)</i>	4 <i>(term 3)</i>	4 <i>(term 1)</i>	2	3
Drama	4 <i>(term 1)</i>	4 <i>(term 2)</i>	4 <i>(term 3)</i>	2	3
Digital Design	0	0	0	2	3
Product Design	2	2	2	0	0
Visual Arts	4 <i>(term 3)</i>	4 <i>(term 1)</i>	4 <i>(term 2)</i>	2	3
<i>MYP 4 and 5 can choose Digital Design with Visual Arts or Drama, or Music with Visual Arts or Drama</i>					
SCIENCES	TOTAL: 3	TOTAL: 3	TOTAL: 6	TOTAL: 6	TOTAL: 6
Integrated Science	3	3	0	0	0
Physics	0	0	2	2	2
Chemistry	0	0	2	2	2
Biology	0	0	2	2	2
PHYSICAL AND HEALTH EDUCATION	TOTAL: 4	TOTAL: 4	TOTAL: 2	TOTAL: 2	TOTAL: 2
Physical and Health Education	4	4	2	2	2
INDIVIDUALS AND SOCIETIES	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4
History and Religion	2	2	2	2	2
Geography	2	2	2	2	2
Mentor Hour	2	1	1	1	2

MYP PERSONAL PROJECT

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. MYP 5 students will complete a Personal Project (PP), which is a formal requirement of the Programme. Each student is allocated a PP Supervisor from the Secondary School staff. The PP Supervisor will be responsible for PP practical advice and final evaluation. The PP will be evaluated using the MYP assessment criteria and will be taken into consideration when considering promotion at the end of the academic year. All MYP teachers will be involved in the final interview session that will take place in January. More detailed information about the PP can be found in the PP Students Guide & Workbook. The PP will start at the end of the academic year for MYP 4 students and is completed in MYP 5.

IBDP (INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME)

In the final two years students follow the IBDP (International Baccalaureate Diploma Programme) culminating in the official IB Examinations at the end of the two-year course of study. Successful participation in this programme leads to the acquisition of the IB Diploma, offering entrance into universities and institutions of further education worldwide.

THE IBDP FOR DUTCH STUDENTS LIVING PERMANENTLY IN THE NETHERLANDS

This programme is open to all Dutch students who have a HAVO 5 diploma or VWO 4 diploma. In addition, all students need to be fluent in spoken and written English.

IB DIPLOMA PROGRAMME SUBJECT CHOICE OVERVIEW

Students in the IB Diploma Programme need to choose six subjects: three at Higher Level (HL) and three at Standard Level (SL). HL subjects are chosen based on the student's academic strengths and interest in those subjects, requirements of institutions of tertiary learning and the advice of the Careers Counsellor and subject teachers. SL subjects cover topics in less depth than HL subjects and are intended to give the IBDP student a well-rounded education. HL subjects are usually timetabled for five teaching periods per week. SL subjects can be timetabled together with HL subjects, but require a minimum of three teaching periods per week. Students are required to choose one subject from each of the six subject groups. It is formally possible to take two language and literature subjects instead of (or in addition to) a language acquisition subject.

In addition to their six subjects, all IB Diploma Programme students will follow lessons in Theory of Knowledge. Furthermore, they must write an Extended Essay and fulfil the requirements of the Creativity, Action and Service (CAS) programme.

In exceptional cases students may be allowed to choose a seventh subject as an Extra Certificate subject. This may be taken at Higher or Standard Level. The DP Leader for Learning, with the advice of the subject teachers, decides whether or not a student will be allowed to take a seventh subject in the DP.





SUBJECT	GROUP SUBJECT
Group 1: Studies in Language and Literature*	English Literature HL/SL English Language and Literature HL/SL Dutch Language and Literature HL/SL *Self-Taught Languages A1 (SL only)
Group 2: Language Acquisition	English B HL/SL Dutch B HL/SL French B HL/SL German Ab Initio (SL only) Spanish B HL/SL Spanish Ab Initio (SL only) OR AN EXTRA GROUP 1 LANGUAGE
Group 3: Individuals and Societies	Geography HL/SL History HL/SL Economics HL/SL Business Management HL/SL
Group 4: Experimental Sciences	Biology HL/SL Physics HL/SL Chemistry HL/SL Environmental Systems & Societies (SL only)
Group 5: Mathematics and Computer Science	Mathematics Higher Level Mathematics Standard Level Mathematical Studies SL
Group 6: The Arts	Visual Arts HL/SL Music HL/SL OR ANY CHOICE FROM GROUPS 1,2,3 and 4



**'We support each other in our studies
and share our talents and skills' (AICS Student)**

PROMOTION POLICY

The AICS only requires students to skip or repeat a year when it is considered to be of personal or academic benefit to the student. The decision not to promote a student is taken with an individual student's best interests in mind, both personal and academic. This decision is designed to give a student more opportunity to meet the requirements for that MYP or DP level. Please Note: At the AICS it is not possible to re-sit in two consecutive years, or to re-sit a year twice.

At the AICS, in line with its philosophy, each student is guided to achieve to the best of his or her ability. The AICS takes account both of achievement grades and approaches to learning. Students successfully complete a year of study by meeting the requirements of the IBMYP and IBDP Assessment Criteria. In addition to the academic requirements, the student must demonstrate commitment to the Service as Action and CAS Programmes.



PROMOTIONAL CRITERIA MYP 1-5

GUIDELINES

The promotion requirements for MYP 1 - 5 students are:

- a Completion of the student assessment portfolio (SAP) with all the summative assessment tasks (SATs), regardless of levels of achievement.
- b Students in MYP 1 - 4 should have made sufficient progress with meeting their Service learning outcomes. Students in MYP5 should have successfully met all the learning outcomes for Service and completed the Personal Project.
- c A minimum of grade 4 (out of 7) in every subject and the personal project (MYP 5). Students could also be promoted if they achieved up to two grades 3 in two subjects in two different subject areas.

MYP 5 ACHIEVEMENT REQUIREMENTS FOR DP SUBJECTS

- A DP subject at the Standard Level (SL) can only be taken if the final grade in MYP 5 for this subject is 4 or higher.
- A DP subject at the Higher Level (HL) can only be taken if the final grade in MYP 5 for this subject is 5 or higher.
- In order to take DP Spanish B, French B or Dutch B a student should have reached Phase 3 or higher at the end of MYP5.
- In order to take DP Physics, Chemistry or Biology at either SL or HL, students must have achieved:
 - Criterion A; level 6 out of 8
 - Criterion B; level 5 out of 8
 - Criterion C; level 5 out of 8
- In order to take DP Environmental Systems and Societies the only requirement is a promotional report.
- MYP 5 Mathematics I is taught the curriculum of the DP Mathematics HL Course while MYP 5 Mathematics II and III are taught the curriculum of the DP Mathematics SL Course with MYP 5 Mathematics II working on a faster pace and slightly higher level than MYP 5 Mathematics III.
- Students of MYP 5 Mathematics III will go on to study DP Mathematical Studies SL. Should they achieve mark ≥ 6 for Criterion A at the end of MYP 5, they can also opt for DP Mathematics SL course.
- Students of MYP 5 Mathematics II will go on to study DP Mathematics SL (provided they achieve mark ≥ 5 for Criterion A at the end of MYP5; if this requirement is not met, students will follow the DP Mathematical Studies course).
- Students of MYP 5 Mathematics I will go on to study DP Mathematics HL (provided they achieve mark ≥ 6 for Criterion A at the end of MYP5; if this requirement is not met, students will follow the DP Mathematics SL course).
- MYP5 History and Geography end of year grades will determine whether students are eligible for the DP Economics or Business & Management course. An average grade of 4 or higher is required for SL and an average grade of 5 or higher for HL. The recommendations of Individuals and Societies teachers are also taken into consideration.
- For students who achieved either only one level or one grade below the requirements set above, the teachers will re-examine their individual cases.
- Students may only opt for Physics HL if they are taking Mathematics SL or HL



PROMOTION CRITERIA IB DIPLOMA PROGRAMME

To qualify for promotion from DP 1 to DP 2 the students must reach an overall score of 24 points for their 6 chosen subjects and a minimum of D in Theory of Knowledge. That means that for 7 subjects the average mark must be 4. Students must have a minimum of 12 points for their Higher Level subjects and a minimum of 9 points for their Standard Level subjects. A grade 1 for a Higher or Standard Level subject is a failing condition, as is more than one grade two. For the seven subjects the student may not score more than three grades 3, or more than two grades 2.

When the overall result suffers from just one failing condition, the student will be allowed to re-sit the exam. The student can indicate if he/she has a preference for the subject of re-test, but this must be one

subject for which a failing grade was achieved. The teachers will decide during the Report Meeting in which subject the student is allowed to re-sit the exam. Re-sits are taken two days after the report meeting.

At the end of the academic year, the student must have met the necessary CAS requirements. For the Extended Essay, the students should have met the necessary deadlines and show sufficient progress. Students taking a self-taught language must have completed the necessary requirements. Should one of these three conditions not be met, then the student will not be eligible to follow lessons in DP2 until the outstanding CAS and Extended Essay work has been sufficiently completed before the start of the new academic year.



**'We are respectful, innovative, creative, accepting,
international and striving to learn' (AICS Student)**

> > CURRICULUM INFORMATION SECONDARY SCHOOL



STATUS OF MOCK EXAMS IN DP2

Mock Exams in March are an opportunity for students to experience the final DP Examinations in as realistic a setting as possible. Mock Exams are not used as a predictive tool for the DP examinations. Students who are not ready for the DP examinations should be identified and kept back at the end of DP1.

In the exceptional case where teachers have severe doubts about the student's ability to obtain the IB Diploma after the Mock Exams, parents will be fully informed of the risks involved. In consultation with the school, parents may choose to withdraw their child from the May examination session.

Conditions for the Award of the Diploma (at the end of DP2)

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a CAS requirements have been met.
- b The candidate's total points are 24 or more.
- c There is no 'N' awarded for Theory of Knowledge, the Extended Essay or a contributing subject.
- d. There is no grade E awarded for Theory of Knowledge and/ or the Extended Essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grades 2 awarded (HL or SL).
- g. There are no more than three grades 3 or below awarded (HL or SL).
- h The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

NEW, PROMOTED AND LEAVING STUDENTS 2016-2017

2016-17 % new students that joined the AICS:

MYP 1-5 2	12 %
DP 1	28 %
DP 2	2 %

% students promoted to next year in:

MYP 1-5	94%
DP 1	88%

% students leaving the school during or at the end of the school year.

MYP 1-5	13%
DP 1	6%

2016-17 Diploma Programme (DP2) final exam results: 69% received the full IB Diploma.

DestinAICSions

AICS Graduates are to be found in many different countries and institutions in the world. The studies, courses and paths they have chosen also differ tremendously from one student to the next. Amongst the institutions and degree courses attended by our graduates are the following:

Amsterdam University College
Ecole Hôtelière Lausanne
Florida International University

Gerrit Rietveld Academy
Glasgow University
Gonzaga University
Hoge School voor de Kunsten Utrecht
Houghton College NY
Hotel School, The Hague
Katholieke Universiteit Leuven
London School of Economics and Political Science
Moscow State Linguistic University
Open University
Parsons the New School for Design
University of Calgary
University of Edinburgh
University of Glasgow
University of Maastricht

University of Massachusetts Amherst
University of Miami
University of Virginia School of Architecture
Erasmus University
Liberal Arts University of Calgary
Leiden University School of Law
Universite de Paris
Rutgers University
University of Toronto
University of Pretoria
Queen Mary University of London
University of Amsterdam
The Hague University of Applied Sciences
TU Delft Faculty of Architecture
University for Creative Arts, Epsom
Evangel University
Hitotsubashi University in Tokyo
Vrije Universiteit Amsterdam



THE SECONDARY SCHOOL DAY

MYP
1-2

START	FINISH	DESCRIPTION
08:30		Register
08:30	09:15	1st Period
09:15	10:00	2nd Period
10:00	10:15	Morning Break
10:15	11:00	3rd Period
11:00	11:45	4th Period
11:45	12:30	Lunch Break 5th Period
12:30	13:15	6th Period
13:15	14:00	7th Period
14:00	14:45	8th Period
14:45	15:00	Afternoon Break
15:00	15:45	9th Period
	15:45	END of Day

MYP3 -
DP2*

START	FINISH	DESCRIPTION
08:30		Register
08:30	09:15	1st Period
09:15	10:00	2nd Period
10:00	10:15	Morning Break
10:15	11:00	3rd Period
11:00	11:45	4th Period
11:45	12:30	5th Period
12:30	13:15	Lunch Break or 6th Period
13:15	14:00	Lunch break or 7th Period
14:00	14:45	8th Period
14:45	15:00	Afternoon Break
15:00	15:45	9th Period
	15:45	10th Period
	16:30	END of Day

DP timetables differ according to subject choice

Lessons for MYP 1 on Wednesdays end no later than 14:45. All lessons on

Thursdays start at 11:00. However, students may be required to start at 10.15



*Please note that normal lessons on Thursdays start at 11.00, however, there is a “Various Hour” that begins at 10.15. This is a meeting time for teachers and students for PP, EE, SaSa, CAS and personal mentoring.

We will strive to announce notifications about the ‘Various Hour’ at least one week in advance via Magister. Detentions, catching up on assignments and SST appointments will be scheduled from 8:30-10:00.

Timetables are given to students at the start of the school year and may be subject to change in response to changes in teaching personnel.

- IB MYP 1 students will have 957 hours of educational learning time;
- IB MYP 2 students will have 1045 hours of educational learning time;
- IB MYP 3 and 4 students will have 1104 hours of educational learning time;
- IB MYP 5 students will have 1221 hours of educational learning time;
- IB DP 1 and IB DP 2 students will have a total of 2044 hours of educational learning time over two years.



THE USE OF PORTABLE ICT DEVICES

MYP and DP students will be required to bring their own mobile device on a daily basis. This device must be a working and up to date laptop or netbook with at least a 10 inch screen, Wi-Fi internet connection, current security software and a charging adapter.

We have no restrictions on the operating system. We do require an adequate screen size and keyboard size that allows for ease of use. You will also need to provide accessories as needed: mouse, headphones, usb or other cables.

We have no restrictions on brands of software but require the essential tools: word processing, spreadsheet and presentation software. AICS is a Google Apps for Education School which brings a suite of tools to each student account which includes these basics.

LEAVING CAMPUS DURING SCHOOL HOURS

Students in MYP1 and MYP2 are not allowed to leave the school premises unsupervised during school time. MYP3, 4 and 5 students are given the privilege of leaving the school premises during the breaks only. DP students are given the privilege of leaving school premises during breaks and study periods. The DP students may also eat in the World Cafe at lunch time. These privileges can be revoked at any time if misused.

SNACK AND LUNCH

Students are recommended to bring a healthy snack, lunch and drink from home. The AICS also provides a canteen facility. DP students have access to the World Cafe. This is run by clients (staff) of Cordaan with two coaches (supervisors).





LATE ARRIVALS AND SICK LEAVE

Lates – please phone 020 577 12 40 before 8.30am or email info@aics.espritscholen.nl

Absences – For MYP and DP, please email an explanation to info@aics.espritscholen.nl

Whole school guidelines concerning Leave of Absence can be found further on in this School Guide. When a student is ill for a day or more, the school takes no further action, unless the absence forms part of a pattern, in which case further information may be requested. If the student has an unexplained absence, a disciplinary measure is taken. If a student is late without a valid reason (to be approved by the Leader for Learning) the student has to come in for an Early Morning Check-In. In case the student or the parents feel that this measure is undeserved, they should contact the Leader for Learning and provide evidence to show that the absence was valid. Parents /guardians must inform info@aics.espritscholen.nl in advance about an expected late or absence. When unexpected

circumstances lead to a student being late or absent the School must be informed as soon as possible. Information about the Behaviour Policy and detentions can be found in the Student Handbook.

ATTENDANCE

Magister is the information system the school uses for the Secondary School timetables and the daily changes that take place (Cover teachers, room changes, special events, early morning check-ins). Students can install the Magister app on their smart phone. Or use a browser to visit <https://esprit.magister.net>

The most up to date and accurate information about where and when a student needs to be is always to be found in Magister.

EXTRA-CURRICULAR CLUBS AND ACTIVITIES

It is important to note that we encourage AICS students to participate in community sports and activities as much as possible. It is for this reason that our extracurricular selection is limited to activities not necessarily to be found in the local community offerings. AICS offerings include (MUN) Model United Nations (€ 100 per year), Science & Business Clubs (€ 50 per year), and involvement in the production of the School Yearbook, Student Council and Student Peer Coaching. Participation in these activities may incur additional costs.

ASSESSMENT, REPORTING AND PARENT-TEACHER MEETINGS

Assessment at the AICS is an ongoing process of collecting and interpreting evidence for use by students, teachers and parents/guardians to decide where the students are in their learning, where they need to go, and how best to get there.

PRIMARY SCHOOL REPORTS

The school year is divided into three terms of:

TERM 1 Autumn

TERM 2 Winter

TERM 3 Spring

The teachers engage in formative assessments. This means that the children's everyday work is being monitored in an unobtrusive manner through an initiative called Learning Spectrums.

Learning Continuums carefully follow the conceptual development and intrinsic motivational factors of the learning process including personal development, learning to learn, literacy and later in the academic year in numeracy too. The Continuums allow teachers to differentiate instruction appropriately to the level of the individual student and allow parents to see progression more clearly.

This data can be discussed with the classroom teacher at any time but it is also reported on summatively as follows:

- 1 There are three progress reports: one in November, one in February and one in June.
- 2 In December and March a Parent-teacher Conference takes place. This is a formal meeting where teachers and parents look at progress and learning goals.
- 3 In June a Student Led Conference is held where parents can view and celebrate the work of their children. The nature of this portfolio approach varies according to the age of the children.

STANDARDISED TESTING

Standardised testing is a way of assessing children within an age group to see if they are making appropriate developmental progress in relation to a majority of children of their age. It is also a way for our school to monitor the quality, breadth of coverage and balance of the curriculum we are delivering. Our standardised tests look at development in numeracy and literacy.

We carry out standardised testing in May and we endeavour to ensure that our approach is not stressful to the students and that they have a positive experience of testing. The Standardised Test data results are communicated in the Progress Reports twice a year. Please note that we do not carry out the Dutch CITO test.



THE PRIMARY STUDENT FORUM

We believe that all effective learning begins with a happy, confident child!

Throughout the school year the Primary teachers engage in a meeting called the Primary Student Forum. At the meeting individual students are discussed in relation to one or more of the following areas:

- Their social and emotional needs
- Their happiness and well being
- Their health
- Their academic progress

The purpose of the meeting is to establish areas of need and to suggest support strategies to maximise their well-being and learning potential. The meetings are small scale and may include the class teacher (specialist teacher, Leader for Learning and a member of the SST. We operate a strict policy of:

- Dignity
- Respect
- Privacy
- Confidentiality

SECONDARY SCHOOL REPORTS

- 1 There are three Progress Reports: one for each term. They will be released as follows:
Term 1 Report in November: MYP and DP
Term 2 Report in April: MYP and DP
Term 3 Report in July: MYP and DP1
- 2 All Reports are summative and indicate criterion-referenced assessment and numerical grades for each subject.
- 3 Parents and students will have access to teacher feedback and grades on assignments throughout the year via Managebac.
- 4 Teachers meet at least five times in the academic year to discuss together the progress of each individual student.
- 5 Parent-Teacher-Student Conferences are held in December and April. This is an opportunity for parents to meet with a selection of three of their child's teachers to discuss their progress.
- 6 Student-Led Conferences are held in July. This is an opportunity for parents to view the work of their children and for the students to set goals for the next academic year.

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. Our mission of everyone included, challenged and successful is one we take very seriously, believing that inclusive educational programming has a value that enriches the whole community. We serve students with a range of disabilities given that we are sure to be able to meet their needs. It is important to note, however, 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.



THE STUDENT SUPPORT TEAM

Student Support begins within the classroom itself, led by teachers and mentors. Our aim is to ensure that we are able to meet the diverse needs of our student population by tailoring our teaching around individual student needs.

The Classroom Teacher in Primary School conducts an age-appropriate pastoral care programme and is the first contact person for students and parents/

guardians. The Primary Classroom Teachers engage in a meeting called the Primary Student Forum every six weeks throughout the school year (also see Curriculum Information Primary School).

The Mentor in Secondary School conducts an age-appropriate pastoral care programme, monitors students overall academic, social-emotional and behavioural development, and is the first contact person for students and parents/ guardians.



The Careers Counsellor is responsible for careers and subject choice counselling for the Secondary students.

Peer Coaches are Secondary School students who are trained and supervised to help and assist their fellow students with all kind of challenges, ranging from settling into a new class/school, mediation of disputes and peaceful conflict resolution.

When concerns arise about a student, the Classroom Teacher (Primary) or

Mentor (Secondary) will express concerns to the Leader for Learning. The concerns will then be discussed at the Student Forum and Mentor Meetings (Secondary). If concerns continue and the student is still not making sufficient progress, an SST Referral may be completed. Then the Student Support Team will decide upon a support plan which could entail further observations and/or screening/ support from an internal or external specialist or all of these depending on the case.



The student's parents/guardians are always informed at all stages of concern and asked for consent at each stage. The Educational Psychologist carries out a limited number of psycho-educational screenings and/or appropriate assessments to investigate whether a student displays academic difficulties, social-emotional and behavioural difficulties. After any assessment, the Educational Psychologist will hold a follow-up conference with the students' parents/guardians to discuss the psycho-educational report and provide practical advice. Practical recommendations will also be given to the teachers. When required, a support programme will be put in place, including a Learning Profile or an Individual Educational Plan (IEP).

The Learning Diversity LD specialist in Primary and Secondary School is also responsible for educational screening in some cases) and support for academic needs within an individual or a group setting at school. Based on the screening results and classroom



observations the LD specialist advises the teacher about implementing developmentally appropriate intervention programmes to support the student. When specialised support is recommended, Learning Profiles are updated and/or created, Individual Education Plans (IEP) are drawn up, and Progress Reports are written. These are all updated regularly

Our Student Support Team is a whole school team which means that all team members will

work with students of all ages in the school.

The AICS Student Support Team consists of:

- Primary and Secondary Leaders for Learning
- ZorgCoordinator (or ZoCo, Student Support Coordinator)
- Learning Diversity (LD) Specialists
- Careers Counsellor
- Educational Psychologist
- Learning Support Assistants (LSA)

External Specialists

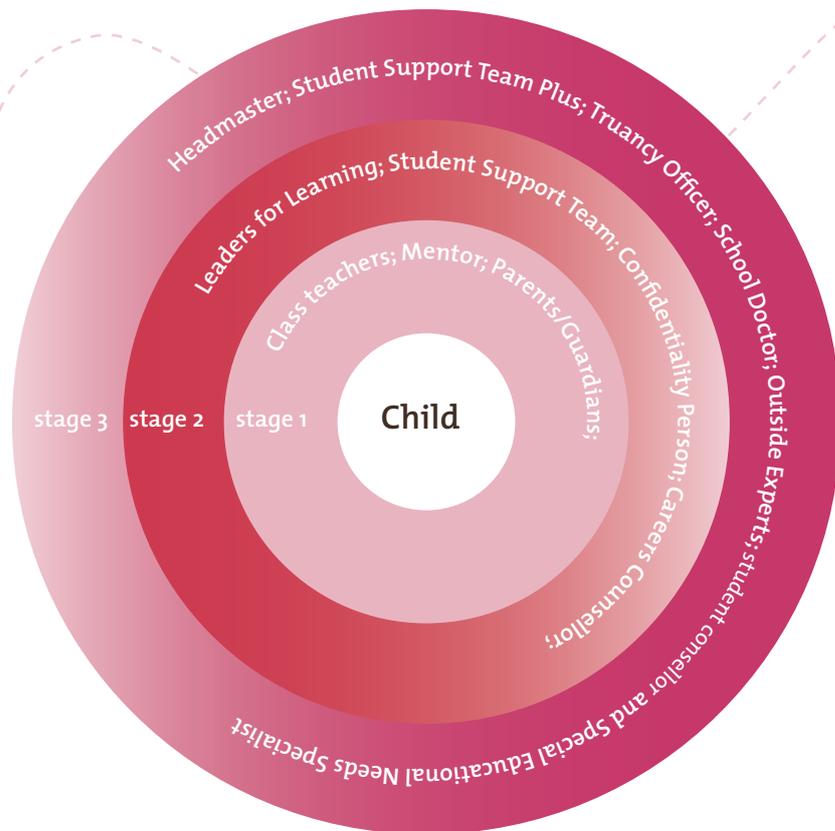
In addition to our AICS Student Support Team, we have a number of external specialists that we are fortunate to work with on a structural basis:

- Parent-Child Advisor Primary
- Parent-Child Advisor Secondary
- Speech and Language Therapists
- Occupational Therapist

In addition to this group of external specialists we work with a number of other specialists more specifically related to individual student needs.

It is important to note that the services provided by our Speech and Language Team and Occupational Therapist need to be covered by parent's health insurance.

STUDENT SUPPORT CIRCLE



CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

(Please also refer to the Primary and Secondary School Student Handbooks)

INTRODUCTION

The Code of Conduct for AICS students, Staff and Parents/Guardians is an instrument to put our mission into practice; to facilitate high quality, accessible, community-based international learning for students of all nationalities living in The Netherlands. It is also an instrument used to work towards our vision.

Students, Staff and Parents/Guardians are expected to be committed to our Code of Conduct.

STUDENTS

1 ATTITUDE

We are engaged and self-motivated. We maximise our learning experience. This means that homework is done on time and that we are in class on time, to get ready for planned activities and for lessons to start. We make sure the right materials are brought for the tasks

set and that they are taken out and ready for use. We do not wait for the teacher to give instructions to do so.

2 ORGANISATION

We make good use of our time. This means that the first few minutes of an activity are used to organise materials and to check whether everything is in the right order.

We may receive some materials for activities, upon which our name and the date should be written.

We all have an agenda, which we use for recording our assignments and planning our activities.

3 BEHAVIOUR

We behave with courtesy and consideration and we show respect for those in authority and for the feelings and rights of our classmates. This means that we are polite to everyone and

that we try to be positive and encouraging towards ourselves and others at all times. AICS recognises the importance of online social media networks as a communication tool. We ask that students get permission from all third parties before posting on social media, in accordance with European Privacy Laws and AICS/Esprit policies

4 RESPONSIBILITY

We have the final responsibility for our work and our behaviour. This means that we take action if we have missed a class and need to catch up on our assignments.

If we know in advance we are going to miss a class, we will inform school in advance and ask our teacher what assignments we will miss. It is up to us to make sure we hand in the work to our teacher on an agreed date. Taking responsibility means that we can never refer to someone else's behaviour to justify our

own actions. We are expected to be on the school premises for the scheduled on-site activities, where all rules of normal conduct and behaviour apply.

For more information about the AICS philosophy concerning correct conduct we refer to the Student Handbook and to our teachers. In line with our code of conduct, the Leaders for Learning have developed a specific Behaviour Policy for Secondary School in order to create a respectful and predictable school environment. This contains specific guidelines for regulations on student-to-student and student-to-teacher interactions. In certain circumstances the Leaders for Learning are justified to organise an unannounced search anywhere in the school building.



STAFF

- 1 We demonstrate personal engagement to our commitments as teachers, as well as enabling and inviting our students to participate wholeheartedly in their education.
- 2 We enable and invite both students and colleagues to participate in their education in a safe manner – both physically and mentally – and to anticipate and prevent threatening or unsafe situations.
- 3 AICS recognises the importance of online social media networks as a communication tool. We ask that teachers get permission from all third parties before posting on social media, in accordance with European Privacy Laws and AICS/Esprit policies.
- 4 We make students aware of their duties through open communication, by being role-models for them in displays of conduct, such as being courteous, friendly and respectful.
- 5 We invite students to be self-motivated and to show initiative, whilst we attempt to model these behaviours ourselves at all times.
- 6 We implement transparent and constructive working rules to enable positive interaction between all members of the learning community. This includes being sensitive to the needs any students may have due to their individual backgrounds or learning styles and/or capabilities. We are willing to provide differentiated education according to the needs of the student.
- 7 We encourage effective teamwork. Furthermore, we encourage teachers to seek opportunities to enhance the learning experience by involving the whole community.

- 8 We accept full responsibility as educators, for making students aware of their responsibilities in their learning process and in interaction with our community.
- 9 We promote a clean and healthy community, whilst encouraging and enabling students to do the same.

PARENTS/GUARDIANS

COMMUNICATION

- 1 When we have a concern or complaint, we first discuss the matter with our child's teacher. If the matter is not resolved, we discuss it with the Mentor first (Secondary School), then the Leader for Learning. If, after seeing the Leader for Learning, we are still not satisfied, we refer to the Headmaster. We contact the school to schedule a date and time convenient to all participants. In the event the matter is still unresolved after its referral to the school management, it can be addressed to the school's Confidentiality Person, an external Confidentiality Person or the Esprit Executive Board (for contact details, see under Contact Us). It is inappropriate to co-copy other parents into emails to the classroom teacher that voice concerns or complaints.
- 2 We notify the school immediately about any changes of address or telephone numbers. This is a crucial aspect of our duty of care for your child.
- 3 We inform the school office staff in writing about any medical issues or other special needs that our child may have.



COURTESY

- 1 We check in at the Reception Desk upon arrival at the school.
- 2 In order to maintain a relaxed and safe atmosphere at school, we ensure that our children do not take the following items to school: pets, cigarettes or any other tobacco products, alcohol, drugs or weapons. We encourage them to respect the school's clear guidelines for the use of mobile phones, Ipods etcetera
- 3 We ensure that all required payments to the school are made on time.
- 4 AICS recognises the importance of online social media networks as a communication tool. We ask that parents/guardians get permission from all third parties before posting on social media, in accordance with European Privacy Laws and AICS/Esprit policies.

ATTENDANCE

- 1 We are responsible for our child's attendance at school. In case of illness, we contact the School Office by 9:00 am on the first day of absence (info@aics.espritscholen.nl), and then keep the school informed -on a daily basis- of our child's condition, as well as providing medical documentation on request. We inform the school in advance of any medical or other appointments which cannot be scheduled outside of school hours. Holidays taken during the school term need specific permission from the Dutch Education Authorities as well as the Headmaster (see Leave of Absence).
- 2 We ensure that our child is at school 10 minutes in advance of the first lesson. Lateness interrupts learning, makes classroom organisation difficult, and is discourteous to the teacher and other students.

STUDENT ABSENCE DUE TO FREQUENT

OR PROLONGED ILLNESS

The AICS closely monitors prolonged or frequent student absence due to illness. The school is legally obliged to report cases of concern to the appropriate external agencies e.g. the Bureau Leerplichtplus (Truancy Office) of the gemeente where the student is registered.

It is important that absences due to illness are signalled to the AICS team so that the right approach is implemented to ensure that the student returns to school. Good communication between parents and the school is imperative.

DEFINITION

- **Long term illness absence:** more than 10 consecutive days sick
- **Frequent illness absence:** sick more than 3 times in 2 months
- **Doubtful illness absence:** doubt about the statement of illness, suspicion that illness is not the cause of absence e.g. very vague symptoms, a pattern of informing us of the illness after the event, often absent for particular classes or on particular days or a pattern of absence before or after school holidays.

AICS PROTOCOL

- 1 If a student is absent due to illness for more than 6 consecutive days, then the school will contact the parents by telephone and/or email. The school will enquire how the student's recovery is progressing, what agreements on school work are in place and whether it is known when the student will return to school.
- 2 If the agreed period to return to school has expired and the student is still not present, the school will contact the parents again.
- 3 In the following cases the school doctor and truancy officer will also be involved:
 - >> The student is absent due to illness for more than ten consecutive days sick
 - >> The student is absent due to illness for more than three times in two months
 - >> There is doubt about the statement of illness
 - >> There are concerns about the student
- 4 It may be decided that the student needs to be referred to the school doctor. The student and parents will be invited for a consultation to discuss the reason of absence, make arrangements for returning to school and if necessary be referred to other medical/care consultants.
- 5 Parents will be informed if the school does report the student to the truancy officer. The truancy officer will then take the appropriate action in consultation with the other medical/care consultants



NOTE

The school will also report the following cases to the truancy officer:

- Student and parents do not adhere to the agreements that are made with the school doctor about returning to school and the absenteeism continues
- Student and parents do not appear at arranged consultations with the school doctor and the absenteeism continues.



LEAVE OF ABSENCE

Families wishing to take their children out of school for one day or more during term time must apply in advance for a leave of absence. Absence Request forms are available in the School Office and on the school's website, and should be submitted for approval 6 to 8 weeks in advance of the proposed absence. Approval for absences will be considered for medical reasons; moving house; attending a funeral, wedding, or religious occasion; or when the student must return to their home due to the serious illness of relatives. (Please refer to Rules for Leave of Absence on the back of the Absence Request form which is obtainable from the School Office). Families are entitled to take holiday leave in a situation when a family holiday during the normal school vacation is not possible. In such a case, a letter from the employer should support the Absence Request Form. In such cases, the school administration is empowered to grant a holiday leave of a maximum of ten school days,

once per school year per family. For a request of more than ten days, a formal letter is required one month in advance. It must be submitted to the Headmaster and the Amsterdam Truancy Office. Holiday leave will not be granted in the first or last two weeks of the school year. If parents/guardians wish to allow their children to leave school for an appointment during school hours, a letter of notification should be sent to the School Office.

Students who are taking courses or are involved in sporting activities which require absence from school must apply before the start of the school year. Their application must include documentation from the body offering the course and must explain when and why the absence from school is necessary. The request will be forwarded to the truancy office for their approval without which, leave cannot be granted.



1 Reasons that will be considered for this request

- Continuation of mother tongue
- Work for the parent/guardian
- Illness

2 Duration of absences

A maximum of 3 months will be granted for the absence.

3 Financial Implications/ Requirements

- The AICS will hold the student's place for a maximum of 3 months.
- The parent/guardian will be expected to pay for the tuition fees plus all costs for the 3 months the student is not at school – on extended absence.

- The parent/guardian must confirm in writing their acceptance to pay the tuition fees for the requested long term absence of 3 months.
- The parent/guardian must realise that should they extend the absence for longer than 3 months then they will be required to officially withdraw their child/children from the AICS. The parent/guardian will then be required to go through the Admissions process in order to put their child / children back on the waiting list. In this regard, it is important to note that any returning students will have priority on the waiting list.
- Truancy needs to be informed of the long term request for absence. Truancies written decision must be communicated to the AICS.

COMMUNICATION WITH PARENTS/GUARDIANS AND STUDENTS

We strive to keep open communication channels with our parents and students, and encourage you to make appointments with the relevant member(s) of the AICS team if you have particular queries or concerns. In addition, parents and students will receive a weekly update of AICS activities and information via the AICS Newsletter and via our website. Emails will be sent home when specific, important information needs to be communicated immediately.

Our teachers and admissions office do not distribute the email addresses of all the families in a particular class to parents. If you are interested in collecting the email addresses and/or contact information of families in your child's class we request that you do this in person. This is to respect the individual contact preferences of our AICS community.

THE MELTING POT (Parents supporting the AICS)

The Melting Pot is the parent-run fundraising and events team for AICS. We raise money to buy additional resources for the school; host events for parents and students and give charitable donations.

Events for parents include themed breakfasts, coffee mornings, monthly workshops or outings. Events for the students include discos or themed parties. Events for the whole school include a Summer Fair and a Winter Market.

PARTICIPATION COUNCIL (PC)

The PC operates as a critical friend of the Management Team. Its function is to advise the Management Team and to ensure that checks and balances are in place when the Management Team makes decisions. The PC will discuss, advise and sometimes co-decide on AICS policy matters. It will meet once every six to eight weeks and consists of staff, student and parent representatives.

STAFF COUNCIL

The Staff Council is made up of teaching and support staff from both the Primary and Secondary Schools. It functions in an advisory and policy-making capacity. Suggestions concerning regulations and other appropriate matters may be brought to the notice of Staff Council members.

STUDENT COUNCIL

The Student Council is made up of student representatives of both Primary and Secondary schools, and functions in an advisory as well as policy-making capacity. Suggestions concerning regulations and other appropriate matters may be brought to the notice of Student Council members.

DAYCARE AND AFTER SCHOOL CARE SERVICES

PARTOU CHILD CARE

Partou is located in the AICS in the Prinses Irenestraat and provides day care, out-of-school care and lunchtime supervision for children between 0 and 12. The centre is open for a maximum of 11 hours a day and all year round (with the exception of public holidays). Thus the children's care fits in with their parents' working hours. Hot meals are available on demand.

All members of the staff have mastered the English language. This ensures a reliable transfer of information between staff and English speaking parents. The language of communication with the children is Dutch. However, we use English to appease the children when necessary or to translate a Dutch message they did not understand. This not only enhances the children's feeling of safety, but also gives them the opportunity to learn both languages. Read more about our bi-lingual care in Partou's General Pedagogical Policy Plan, which you will find on www.partou.nl.

DAY CARE

For the little ones Partou provides day care. During the day we offer them a mix of free playing time and organized, theme-based activities which stimulate their development. Every six weeks a new theme is addressed with new activities introducing the children to new words. If the weather is nice, we like to spend time outside on our own playground or go for a walk in the park.

AFTER-SCHOOL-CARE

We find it important that the children can relax after a busy school day. During school weeks we offer them a wide range of activities. It is up to the children themselves whether they want to participate in a workshop or activity or prefer playing freely. During the school holidays we have a special holiday program based on a particular theme. Part of the holiday program is the undertaking of trips with the children twice or three times a week.

Curious about our centre? You are welcome to drop in and have a look. For more information about placing possibilities and prices call our customer service on (088) 235 75 00 or send an e-mail: klantenservice@partou.nl

LUNCHTIME SUPERVISION

The AICS has outsourced its lunchtime supervision to Partou Prinses Irenestraat. In school weeks it takes place on Monday, Tuesday, Thursday and Friday from 12.00 to 14.00 o'clock. The children are supervised by a professional coordinator and volunteers. If you are interested in joining the Lunchtime Supervision Team as a volunteer, please contact Marieke Riphagen or Kim Heckman, Lunchtime Coordinators of Partou, on partou@aics.espritscholen.nl

DIRECTIONS TO THE AICS (main Location)

The directions below explain how to reach the AICS by public transport, by bike and by car.

BY PUBLIC TRANSPORT

Bus: 15, 165, 166, 176, 199

Tram: 5

Metro: 50, 51 (Station WTC)

Trains (Station Zuid/WTC)

WALKING ROUTE:

From Station Zuid/WTC exit via the North exit, cross the public square and walk under the Stravinskystraat bridge. Walk through the park to the Prinses Irenestraat and turn left. The AICS is approximately 300 meters further on the left. Please see Map.

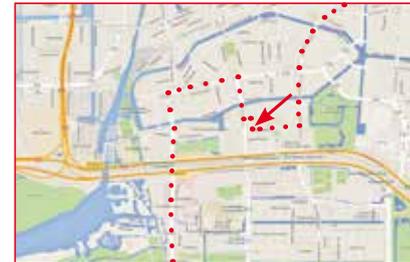
BY BIKE

Please see map for Cycling path.

BY CAR

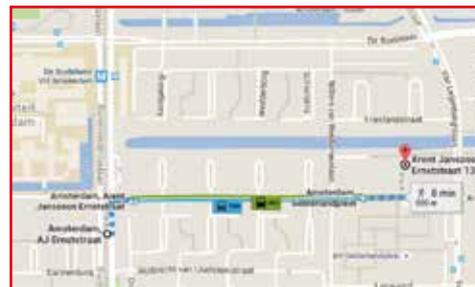
From the North: Beethovenstraat; Pr. Irenestraat.

From the South: A10, Exit 108 (VU); Amstelveenseweg; Stadionplein; Stadionweg; Olympiaplein; Parnassusweg; Van Anrooystraat; Zagwijnstraat; Pr. Irenestraat



DIRECTIONS TO THE AICS SATELLITE LOCATION

The directions below explain how to reach the AICS from the metro 51/tram 5 stop A.J. Ernststraat



The bus 199 stops directly outside the school:
bus stop Gelderlandplein

DESCRIPTION OF SCHOOL BUILDING AND FACILITIES

The AICS Primary and Secondary are located at the Prinses Irenestraat 59, 1077 WV Amsterdam, which is less than a 5 minute walk from Station Zuid/WTC. This location is highly accessible by car, train, bus, tram and metro. The AICS is situated in a spacious four storey building in the quiet residential area of the Prinses Irenestraat, and enables us to offer places for up to 1000 students from the ages 4 to 19. We provide a modern, caring and supportive learning environment for our students. The AICS currently shares the building and facilities with Partou, a Day-Care Centre for children from 0 – 4 years of age

P.E. FACILITIES (Main Location)

Some of our Primary students (groups 3-7), and all of our Secondary students, will use a provisional but fully equipped gym facility for their lessons which is a five minute walk from the school. MYP 1 and 2 students will walk in small groups under supervision, unless parents / guardians have given written permission (via a PHE permission slip) for their child to walk or cycle independently. The Primary students will be supervised.

P.E. FACILITIES (Satellite Location)

The children have access to a large well equipped gym hall twice a week, which is in another part of the building. The school also books time in a creative play hall that is shared between the two primary schools.

CAFÉ AND THEATER AICS SATELLITE

The Cafe, dance studio, kitchens and theater are available to the school to use whenever we host any special events, performances and school concerts. The cafe is a shared community space open to the schools, elderly homes and families living in the area.

WORLD CAFÉ AND THEATRE (Main Location)

The World Café is open every morning from 8.15-9.45am for AICS parents to meet over a coffee or hot chocolate. The Melting Pot also has their monthly international coffee mornings here.

CENTRE OF EXPERTISE (Main Location)

The aim of the Centre of Expertise (CoE) is to provide and improve professional development for Esprit employees and to provide AICS in-company training for all employees and participants of other (international) schools in the Netherlands. The Centre of Expertise offers a wide range of workshops, courses, lectures and professional development afternoons where staff share good practice, develop new ideas and improve teaching skills. The CoE hosted workshops about learning support topics, English and Dutch Language acquisition, subject specific workshops like Maths, Languages, and Extended Essay. Two official IB workshops have taken place as well on the topic of global contexts for teaching and learning, and inquiry in the MYP. We make use of our in-house expertise or we invite experts from outside.

LIBRARY (Main Location)

The library is open to all students, staff and parents. We encourage students to borrow books and read as much as possible. We would like them to leave the school having developed a habit of reading. Therefore, parents are encouraged to visit after school hours when they are free to borrow for their children and for themselves.

Reading is at the core of our activities. We host each primary group every week for either a story or a short lesson in information literacy. During this time the children borrow books to take home for the week. For secondary students, the library is available throughout the school day to support their studies or as a place to relax and prepare for their next lessons.

We have a magnificent collection of books and are always glad to hear of recommendations. We also have subscriptions to various academic databases to assist with the more specific research needs of our students.

Alongside the usual library activities we have a piano, plenty of chess, worm composting, poetry readings and various other activities throughout the year.

We are open from 8am until 5pm every school day



LIBRARY (Satellite Location)

We have a smaller scale library in The Satellite School. As the school expands so will our collections of books. We are very fortunate to be situated next door to a large Dutch library and all the Satellite children have access to library facilities.

ESPRIT SCHOLENGROEP SERVICE BUREAU

The Service Bureau is situated in the AICS Main Location. The AICS benefits from its resources including expert advice on financial, facilities, legal and staff matters.



'We respect each other and make sure no one is left out' (AICS Student)



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

If you are a temporary resident of the Netherlands or a Dutch national either returning from or planning to relocate abroad and are interested in enrolling your child at the AICS, you are welcome to apply. You will need to complete our application form (see our website for more information), and provide the following documents listed below. If possible, please send everything digitally. Scanned copies are acceptable:

- 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 your child

- a "Historisch Gezinsuitreksel" document (you can obtain this from your local Gemeentehuis (Town Hall) after you have officially registered with them. If you are still abroad, this document can be given to us later.)

Please complete the application form and submit it via email or post to begin the admissions procedure. Once we have received the application form, you will receive an invoice for the non-refundable registration fee. Only when this fee has been paid, will we process your application form and officially add you to the AICS waiting list.

Although we have two locations, you only need to complete one application form. You can choose whether to go onto the waiting list for the Main Location only, the Satellite Location only, or Either Location. For Either Location, this means we will offer you the first available place. In some circumstances you may be offered a choice of location, but more often you will only be offered the one available location.

THE ADMISSIONS APPLICATION PROCEDURE

STEPS	YOU RECEIVE
1 a completed Application Form with all supporting documentation is submitted	a letter confirming our receipt of the application, followed by a invoice.
2 the Registration Fee is paid	a letter confirming our receipt of the payment.
3a the application is then processed and your child is added to our waiting list	a provisional acceptance letter with response slip to confirm that you still want the available place
3b Your application is Denied	a meeting with the headmaster (if required) along with a letter of explanation
4 when you return the acceptance slip	an invoice for the tuition fees
5 when you have paid the tuition fees	a final acceptance letter confirming the class and start date





You will be contacted via email (and not via post) if a place becomes available. Please note that an Intake Interview is standard procedure for all new primary school students, but may be waived for secondary school students if the school records are conclusive enough. For Secondary School Diploma Programme students, we will email a Math and English test to the current school to be taken under exam conditions. We will take this into consideration along with the school reports, to help us make the final decision.

Before being placed within the Primary 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. Standardised tests, such

as a non-verbal reasoning test (NVR), are used to screen for academic potential of the student.

For group 0 and group 1 the intake will be in the form of a play afternoon where the children will have the opportunity to play with their future classmates and the Group 0 and Group 1 teaching team. Our aim is to create a safe, secure, stimulating and well organized learning environment which meets the individual needs and interests of all our students. Provide opportunities through play which encourage children to develop emotionally, socially, intellectually and physically. Encourage positive behaviour and interactions with other children and adults. We aim to develop and maintain good relationships with parents as we

work with them in partnership supporting their children's learning needs. The Group 0 and Group 1 intake process is the first step in enable each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.

Additional in-house testing 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. For more detail, please ask to see the SST guide.

If you have had an intake appointment with us or accepted a place with us but decide to withdraw or defer your application, you will need to pay another € 200,- registration fee to go back onto our waiting list.

If, after a period of no less than six weeks in school, we feel that we cannot meet the academic, social/ emotional, behavioural or physical needs of your child, (according to the government guidelines) we reserve the right to negotiate a transferal to an academic establishment that can better accommodate these needs. In this event, all fees paid (with the exception of the Registration fee) will be refunded.



> > FINANCIAL MATTERS

SCHOOL FEES

The AICS is officially recognised by the Dutch Ministry of Education, which contributes funds to the school. School fees are set annually, in accordance with Dutch International Primary and Secondary School Guidelines. Tuition fees are needed to fulfil the educational duties of the AICS. They are used for keeping the class sizes small; hiring staff internationally; the provision of a modern, caring and supportive learning environment; membership of international organisations and accreditation services.

To process your application, a non-refundable Registration Fee of € 200,- per student will be charged. Once you have been accepted into the AICS, you will be charged for the Tuition Fees, Costs and a Deposit of € 500.

The school fees are established annually for the following academic year, taking into account, amongst other considerations, indexing/inflation. In addition the school reserves the right to further adjust the school fee in order to accommodate changes in state funding towards school fees, along with any increases in external examination fees.



ANNUAL SCHOOL FEES 2017/2018 FOR ALL NEW STUDENTS STARTING IN SEPTEMBER 2017

SCHOOL GROUP	PRIMARY 1-7	SECONDARY MYP1 - MYP5	SECONDARY DPI	SECONDARY DP2
Tuition Fees	€ 4,650.00	€ 5,550.00	€ 6,550.00	€ 6,550.00
Deposit	€ 500.00	€ 500.00	€ 500.00	€ 500.00
Excursions	€ 120.00	€ 550.00	€ 750.00	€ 550.00
Lunch Sup.	€ 320.00	-	-	-
Photo	€ 15.00	€ 15.00	€ 15.00	€ 5.00
Year Book	€ 20.00	€ 20.00	€ 20.00	€ 20.00
Exam Costs	-	-	-	€ 850.00
Total	€ 5,500.00	€ 6,635.00	€ 7,835.00	€ 8,485.00

(*Please note this table does not include the extra fee for the MYP 5 e-Assessments)



THE MYP5 E-ASSESSMENT EXTRA COST:

Please note that the MYP 5 will have an additional cost for the e-Assessments, depending on the student's chosen subjects. This will be communicated at a later stage and it will be invoiced separately in April 2018.

GROUP 0

As this age group is not fully subsidised by the government, the tuition fees are slightly higher than groups 1-7.

GROUP 0 – PAYMENT STRUCTURE FOR 2017-2018

STARTING IN	TOTAL INVOICE	PAYMENT OPTION
January	€ 4,595.00	Full Payment
February	€ 3,986.00	Full Payment
March	€ 2,935.70	Full Payment
April	€ 1,727.85	Full Payment
May	€ 942.75	Full Payment
June	€ 604.55	Full Payment

GROUP 0 – INVOICE BREAKDOWN FOR 2017-2018

STARTING IN	TUITION FEES	DEPOSIT	EXCURSION	LUNCH	YEARBOOK	TOTAL INVOICE
January	€ 3,700.00	€ 500.00	€ 120.00	€ 240.00	€ 20.00	€ 4,595.00
February	€ 3,145.00	€ 500.00	€ 102.00	€ 204.00	€ 20.00	€ 3,986.00
March	€ 2,201.50	€ 500.00	€ 71.40	€ 142.80	€ 20.00	€ 2,935.70
April	€ 1,100.75	€ 500.00	€ 35.70	€ 71.40	€ 20.00	€ 1,727.85
May	€ 385.25	€ 500.00	€ 12.50	€ 25.00	€ 20.00	€ 942.75
June	€ 77.05	€ 500.00	€ 2.50	€ 5.00	€ 20.00	€ 604.55

ADDITIONAL INFORMATION

- The above fees include the use of text books
- IB examination costs subject to change.
- All prices are subject to change in a new academic school year
- The first Locker card is for free for all Secondary students. Should a student lose their Locker card then they will be required to pay a fee of € 5 for a replacement card.

DEPOSIT FEE

The deposit fee of € 500 will be refunded when the following conditions are met: all School fees have been paid, all Library books have been returned, no damage has been caused by a Student and withdrawal has been submitted within the correct notice period. Please refer to the “Withdrawal” section.

COSTS - EXCURSION FEES

Many study trips are organised for AICS students. These are intended to support study, give students a wider understanding of their subjects and generally enrich their educational and social experience. Study trips are an integral, compulsory and enjoyable part of the IPC/IBMYP/IBDP curriculum, encouraging children to learn through guided first-hand experiences.



COSTS - LUNCH SUPERVISION

Students are supervised by class teachers during morning break. A Lunchtime Supervision Team will supervise the students while they eat their lunch.

1 PAYMENT STRUCTURE FOR NEW STUDENTS STARTING IN OCTOBER 2017 OR LATER:

- Full payment of the invoice within 14 days from date of invoice
- In two Instalments:
 - >> First Instalment within 14 days from date of invoice
 - >> Second Instalment by 31 October 2017

NEW STUDENTS – PAYMENT STRUCTURE FOR 2017 – 2018:

GROUP	FULL AMOUNT	1ST INSTALLMENT	2ND INSTALLMENT
Primary 1-7	€ 5.625,00	€ 3.300,00	€ 2.325,00
Secondary MYP1-MYP5	€ 6.635,00	€ 3.860,00	€ 2.775,00
Secondary DP1	€ 7.835,00	€ 4.560,00	€ 3.275,00
Secondary DP2	€ 8.485,00	€ 5.210,00	€ 3.275,00

(Please note this table does not include the extra fee for the MYP 5 e-Assessments).



2 PAYMENT STRUCTURE FOR NEW STUDENTS STARTING IN OCTOBER 2017 OR LATER:

- Full payment of the invoice within 14 days from date of invoice.
- No instalments options are offered with effect from October 2017.

PAYMENT STRUCTURE AS PER THE STARTING MONTH - SCHOOL YEAR 2017/2018

STARTING MONTH	%	PRIMARY 1-7	SECONDAR MYP1-MYP5	SECONDARY DP1	SECONDARY DP2	PAYMENT OPTIONS
OCTOBER	90%	€ 5.116,00	€ 5.780,00	€ 6.680,00	€ 7.330,00	FULL AMOUNT
NOVEMBER	80%	€ 4.607,00	€ 5.200,00	€ 6.000,00	€ 6.670,00	FULL AMOUNT
DECEMBER	70%	€ 4.098,00	€ 4.620,00	€ 5.320,00	€ 6.010,00	FULL AMOUNT
JANUARY	60%	€ 3.589,00	€ 4.040,00	€ 4.640,00	€ 5.350,00	FULL AMOUNT
FEBRUARY	50%	€ 3.080,00	€ 3.460,00	€ 3.960,00	€ 4.690,00	FULL AMOUNT
MARCH	40%	€ 2.556,00	€ 2.865,00	€ 3.265,00	€ 4.015,00	FULL AMOUNT
APRIL	30%	€ 2.047,00	€ 2.285,00	€ 2.585,00	€ 3.355,00	FULL AMOUNT
MAY	20%	€ 1.538,00	€ 1.705,00	€ 1.905,00	€ 1.845,00	FULL AMOUNT
JUNE	10%	€ 1.029,00	€ 1.125,00	€ 1.225,00	€ 1.185,00	FULL AMOUNT
JULY	10%	€ 1.029,00	€ 1.125,00	€ 1.225,00	€ 1.185,00	FULL AMOUNT

(Please note this table does not include the extra fee for the MYP 5 e-Assessments)



EXISTING (RETURNING) STUDENTS - PAYMENT STRUCTURE FOR 2017/2018

- Payment of the invoice by the 1st of July 2017
- In two Instalments:
 - >> First Instalment by 1 July 2017
 - >> Second Instalment by 31 October 2017

PAYMENT STRUCTURE FOR EXISTING STUDENTS RETURNING IN SEPTEMBER 2017:

GROUP	FULL AMOUNT	1ST INSTALLMENT	2ND INSTALLMENT
PRIMARY 1-7	€ 5.125,00	€ 2.800,00	€ 2.325,00
SECONDARY MYP1-MYP5	€ 6.135,00	€ 3.360,00	€ 2.775,00
SECONDARY DP1	€ 7.335,00	€ 4.060,00	€ 3.275,00
SECONDARY DP2	€ 7.985,00	€ 4.710,00	€ 3.275,00

(Please note this table does not include the extra fee for the MYP 5 e-Assessments).

OTHER FEES

LATE PICK UPS

It is important to note, that continuous lateness in picking up your child after school may result in a fine of €35 for every occasion.

PAYMENT TERMS & CONDITIONS

The identity of the AICS is greatly determined as an institution of education according to the Dutch laws which dictate the rules for funding and management for non-profit organisations of International Education. Admission to the primary and/or secondary levels of the AICS is, by law, dependent upon the payment of fees according to the agreement between the parents/students and the school. (Please see the rules governing funding and management for non-profit organizations of Internationally Oriented Education [IGVO], article 6a).

By signing the agreement (the AICS Enrolment Application), the responsible party (parent/student) demonstrates a specific choice for the schooling at the AICS and thereby acknowledges and explicitly accepts the duty of payment until the enrolment is terminated.

It is for this reason that if/when the responsible party does not satisfy the duty of payment according to the terms stated, the educational duties of the AICS cannot be fulfilled. Under these circumstances, the student will either be refused admission or continuation at the AICS.

In cases of non-payment, the AICS reserves the right to transfer its duties as an education provider to an appropriate institution, thereby satisfying its responsibilities according to the terms of the agreement. In such a case, the parent/student (in advance coordination with the Berlage Lyceum and the Europaschool) will need to apply to the Dual

Language educational stream (Twee-Talig Onderwijs stroom, TTO) provided at the Berlage Lyceum for Secondary students, or within the Foreign Language educational stream (Vreemde Talen Onderwijs stroom, VTO) provided by the Europaschool for Primary students. AICS cannot guarantee a place available in these schools.

1 PAYMENT TERMS & CONDITIONS FOR NEW STUDENTS

Please be advised that when you receive the Tuition Fees invoice, you have 14 days to pay the full invoice amount or the first instalment. Please note that failure to pay within the 14 days may result in:

- Delay in the Student start date
- Forfeiting the Student's place to another Student on the waiting list.

2 PAYMENT TERMS & CONDITIONS FOR EXISTING STUDENTS

The First instalment is due for payment by no later than the 1st of July and the Second Instalment is due for payment by no later than the 31 October. Failure to pay, may result in handing the account over to an official debt collector. All costs incurred by the debt collector and legal proceedings, will be for the full account of the parent/guardian.

A student will be excluded from school at any time if fees remain unpaid. Transcripts and reports will be withheld if fees remain unpaid.

WITHDRAWALS & REFUNDS

Should you wish to withdraw your child/ren from the AICS then the following notice period and conditions of withdrawal must be adhered to in order to get a refund any remaining tuition fees, deposit and costs (if applicable to you). Please refer to the table below showing the percentage and amount of refund, which is dependent on the actual month that the child leaves the AICS.

THE NOTICE PERIODS ARE:

- 60 days written notice via a completed withdrawal form if you're withdrawing your child anytime between August through to mid-April.
- 90 days written notice via a completed withdrawal form if you're withdrawing your child at the end of the school year. E.g.; the withdrawal form must be handed in by mid-April latest.

THE DEPOSIT WILL ONLY BE REFUNDED WHEN:

- The notice period of 60 or 90 days has been given by completing and submitting a withdrawal form.
- All tuition fees and costs have been paid in full.
- All school books have been returned, if not returned then book costs will be deducted from your deposit.
- The child has officially left the AICS. The refund will take approximately 4 – 10 weeks to be credited into your bank account.

PRO-RATED REFUND STRUCTURE FOR STUDENTS WITHDRAWING (LEAVING) DURING THE COURSE OF AN ACADEMIC SCHOOL YEAR

EXIT MONTH	% FOR REFUNDED FEES	PRIMARY TOTAL REFUND	SECONDARY TOTAL REFUND	SECONDARY TOTAL REFUND	SECONDARY TOTAL REFUND
AUGUST	50%	€ 2,560,00	€ 3,065,00	€ 3,665,00	€ 3,565,00
SEPTEMBER	50%	€ 2,560,00	€ 3,065,00	€ 3,665,00	€ 3,565,00
OCTOBER	50%	€ 2,560,00	€ 2,915,00	€ 3,415,00	€ 3,315,00
NOVEMBER	50%	€ 2,560,00	€ 2,915,00	€ 3,415,00	€ 3,315,00
DECEMBER	50%	€ 2,540,00	€ 2,915,00	€ 3,415,00	€ 3,315,00
JANUARY	40%	€ 2,051,00	€ 2,335,00	€ 2,735,00	€ 2,655,00
FEBRUARY	30%	€ 1,527,00	€ 1,755,00	€ 2,055,00	€ 1,995,00
MARCH	20%	€ 1,018,00	€ 1,160,00	€ 1,360,00	€ 1,320,00
APRIL	10%	€ 509,00	€ 580,00	€ 680,00	€ 660,00
MAY	0%	€ -	€ -	€ -	€ -
JUNE	0%	€ -	€ -	€ -	€ -
JULY	0%	€ -	€ -	€ -	€ -

** The Deposit of € 500 is not included in the table.

** The total Refund amount for MYP5 & DP2 is excluding the Examination Costs amounts – To be reviewed at the withdrawal period.



ADDITIONAL CONDITIONS FOR RETURN OF DEPOSIT

In the event that you are leaving the Netherlands, you must provide proof that the student is no longer a resident of the Netherlands. This proof is called a “Bewijs van Uitschrijving” and is available from your local Gemeentehuis/City Hall. Alternatively, if you are unable to provide a Bewijs van Uitschrijving, we require a letter from the student’s next school (on school letterhead) indicating that they are enrolled.

Further, it is the responsibility of the parent/guardian to fill in the official withdrawal form as completely as possible, and to provide adequate and correct bank details. If these details are not provided, no refund will be forthcoming. Withdrawal forms are available in the School Office. Please note that it takes approximately 4 - 10 working weeks for a refund to be credited to your bank account (only if applicable to you), and only after your child has officially left the AICS.

SCHOOL INSURANCE POLICY

The school has a collective accident insurance policy for students which provides maximum cover for cases ranging from dental cover to fatal injury. This insurance covers only such injuries which are not covered by the student’s own health insurance policy. It applies to injuries incurred on the way to school, in the school, and during the course of school activities such as study trips and excursions. Damage to property such as mobile phones, electronic devices, spectacles, clothes or bicycles is not covered by this insurance.

SCHEDULE OF EVENTS AND HOLIDAYS

PRIMARY SCHOOL CALENDAR

August 2017 – July 2018

DAY	DATE	EVENT
Mon - Sun	24 Jul - 03 Sep	Summer Holiday
Mon	04 Sep	In Service Training Day. No School
	05 SEP	BEGIN TERM 1
Tue	05 Sep	First Day back for Primary School.
Tue	05 Sep	Welcome back Assembly Group 7 9:00
Wed	06 Sep	Welcome Back Assembly Satellite 12:15
Thu	07 Sep	Welcome Back Assembly Group 1 12:15
Fri	08 Sep	Welcome Back Assembly Group 2 9:00
Mon	11 Sep	Welcome Back Assembly Group 3 9:00
Tue	12 Sep	Welcome Back Assembly Group 4 9:00
Thu	14 Sep	Welcome Back Assembly Group 5 9:00
Fri	15 Sep	Welcome Back Assembly Group 6 9:00
Wed	20 Sep	In Service Training Day No. School for Primary
Fri	13 Oct	In Service Training Day No. School for Primary
Mon - Fri	23 - 27 Oct	Autumn Holiday
Thu	09 Nov	Whole School Information Evening
Mon - Fri	27 Nov - 01 Dec	Winter Light Celebration
Mon	04 Dec	Sinterklaas Celebration Groups 3, 4, 5, 6, 7
Thu	05 Dec	Sinterklaas Celebration Groups 0,1,2 & Satellite
Wed	06 Dec	Parents Conferences. Normal School Day
Thu	07 Dec	Parent Teacher Conferences. No School for Primary
Mon - Fri	Dec - 05 Jan	Winter Holiday

PRIMARY SCHOOL CALENDAR

August 2017 – July 2018

DAY	DATE	EVENT
	08 JAN	BEGIN TERM 2
Mon - Fri	26 Feb - 02 Mar	Early Spring Holiday
Thu	27 Mar	In Service Training Day. No school.
Wed	28 Mar	Parent Teacher Conferences. Normal School Day
Thu	29 Mar	Parent Teacher Conferences. No School for Primary
Mon	02 Apr	Easter Monday. No School
Tue - Fri	03 - 06 Apr	Whole School Photos
	09 APR	BEGIN TERM 3
Thu	17 Apr	Primary Absentee Retake Photos & Graduation Photos
Fri	27 Apr	Kings Day / Koningsdag
Mon - Fri	30 Apr - 04 May	May Holiday
Thu	10 May	Whit Monday / Pentecost
Mon	21 May	Whit Monday Holiday / 2e Pinksterdag
Wed	11 Jul	Student Led Conferences. Normal School Day
Thu	12 Jul	Student Led Conferences. No School for Primary
Fri	20 Jul	Half Day Primary
Mon - Sun	23 Jul - 02 Sep	Summer Holiday



SCHEDULE OF EVENTS AND HOLIDAYS

SECONDARY SCHOOL CALENDAR

August 2017 – July 2018

DAY	DATE	EVENT
Mon - Sun	24 Jul - 03 Sep	Summer Holiday
Mon	04 Sep	In Service Training Day. No School
	05 SEP	BEGIN TERM 1
Tue	05 Sep	First Day of School for Secondary Students & Orientation Carousel Activities
Wed - Fri	06 - 08 Sep	Orientation Activities Continue
Mon	07 Sep	Parents Information Evening Secondary 18:00
Thu	14 Sep	Parents Information Evening MPY5 E18:00
Mon - Thu	18 - 21 Sep	Secondary School Trips
Fri	22 Sep	No School for Secondary
Thu	05 Oct	Parents Information Evening Secondary 18:00
Wed - Fri	18 - 20 Oct	In Service Training Day. No School
Mon - Fri	23 - 27 Oct	Autumn Holiday
Thu	09 Nov	Whole school Parents Information Evening 18:00
Mon - Fri	20 - 24 Nov	DP1 & 2 Test Week
Mon - Fri	18 Dec - 05 Jan	Winter Holiday
	08 DEC - 05 JAN	BEGIN TERM 2
Mon - Fri	15 - 19 Jan	Parent Teacher Student Conferences
Wed	07 Jan	In Service Training Day. No School
Thu	08 Feb	Parents Information Evening MPYP3 MPY4
Mon - Fri	12 - 23 Febr	DP Mock Exams
Mon - Fri	26 - 02 Mar	Early Spring Holiday
Thu	08 Mar	Parents Information Evening DP2
Mon - Fri	19 - 23 Mar	DP1 Test Week
Thu	27 Mar	In Service Training Day. No school.

SECONDARY SCHOOL CALENDAR

August 2017 – July 2018

Mon	02 Apr	Easter Monday. No school
Tue - Wed	03 - 06 Apr	Whole School Photos
	03 APR	BEGIN TERM 3
Mon - Fri	16 - 20 Apr	Parent-Teacher-Student Conferences
Thu	17 April	Secondary Absentee Retake Photos & Graduation Photos
Fri	27 Apr	Kingsday / Koningsdag
Fri - Fri	27 Apr - 18 May	DP 2 Exams
Mon-Fri	30 Apr - 04 May	May Holiday
Mon - Fri	07 - 18 May	MYP5 E Assessments
Thu	10 May	Ascension Day / Hemelvaartsdag
Mon - Fri	14 - 18 May	DP1 Field Trip/ Group 4
Mon - Thu	14 - 17 May	MPY4 Language Trips
Fri	18 May	No School MPY4 only
Mon	21 May	Whit Monday Holiday / Pentecost
Wed	23 May	DP2 Graduation Ceremony
Thu	24 May	DP2 Farewell Dinner
Mon - Thu	28 - 31 May	DP1 Field Trip
Mon	28 May	Group 7 Shadow Lessons
Thu	31 May	Parents Information Evening MPY 1 MPY 2
Mon - Fri	25 - 29 Jun	DP1 Test Week
Thu	19 Jul	Student Led Portfolio Conferences. Last Day for Secondary
Fri	20 Jul	In Service Training Day. No School for Secondary
Mon - Sun	23 Jul - 02 Sep	Summer Holiday



Please note, the AICS is committed to the dates as listed above, however, we reserve the right to adjust them as necessary.

> > STUDENT SCHOOL SUPPLIES LIST



PRIMARY GROUPS 1-7

The school will provide all basic school supply materials. Could the parents/guardians please ensure that each child has the following items:

- A book bag (AICS book bags are available. Proper book bags are used to prevent books, homework, letters/information documents and Friday folders from being damaged when traveling to and from school.)
- School lunch and snack bags
- Gym Bag marked with child's name
- Indoor gym shoes
- AICS t-shirt and athletic training shorts Please clearly label all items with your child's name.



> > STUDENT SCHOOL SUPPLIES LIST



ALL SECONDARY SCHOOL STUDENTS

Could the parents/guardians please ensure that each child has the following items:

- A4 size file (Ring-binder) with A4 size paper and Exercise Books or dividers for the different subjects.
- Pencil case
- Pens
- Pencils
- Pencil Sharpener
- Eraser
- Coloured Pencils
- Highlighter
- Glue Stick
- Scissors
- Pair of Compasses
- Protractor
- USB Memory Stick
- Graphic Display Calculator TI-Nspire (MYP 4, MYP5, DP1 - 2)
- Gym Bag marked with child's name
- MYP and DP students will be required to bring their own mobile device on a daily basis. This device must be a working and up to date laptop or netbook with at least a 10 inch screen, Wi-Fi internet connection, current security software and a charging adapter. Please refer to page 66 for more information.



AICS LOGO PRODUCTS

T-shirts and gym bags (for school P.E. lessons) and Book Bags (for homework) are available from the School Office.



AICS ADMINISTRATION AND ADMISSIONS TEAM

Mrs. Rosanna Fourie (Russo) | Office Team Leader

r.russo@aics.espritscholen.nl

Mrs. Jenni Iyoyo | Public Relations &

Admissions Officer

j.iyoyo@aics.espritscholen.nl

AICS INTERNAL CONFIDENTIALITY PERSON

(The Confidentiality person is available for confidential discussions with AICS staff, students and parents regarding matters of personal concern)

Ms. Anne Seller

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EXTERNAL CONFIDENTIALITY PERSON

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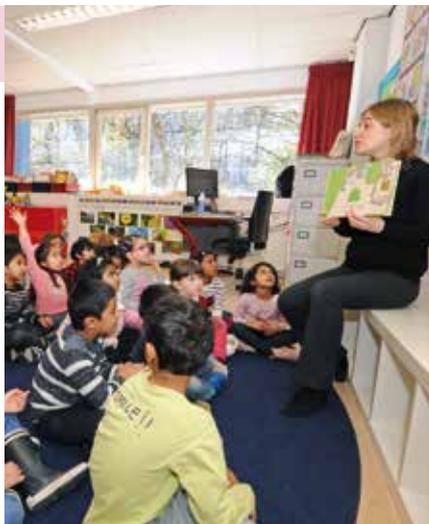
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Some of the AICS leadership and management team.

MANAGEMENT TEAM

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Headmaster / conrector Mr. Boris Prickarts
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ESPRIT BOARD OF DIRECTORS

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Tel: 020 585 4811 | www.espritscholen.nl

STICHTING ONDERWIJSGESCHILLEN

(External Complaint Committee Education)
The External Complaint Committee Education can advise to resolve issues in three ways:

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

FOR MORE INFORMATION:

LKC MEDIATION DESK

Postbus 85191
3508 AD Utrecht
Phone: 030 280 9590
Email: info@onderwijsgeschillen.nl

For the Esprit complaints procedure (in Dutch) please visit:
www.espritscholen.nl



