



Amsterdam
International
Community
School



SCHOOL GUIDE

2014/2015



esprit
SCHOLEN





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Primary & Secondary School**

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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:

1. Excellent education
2. Internationalisation
3. Coordinating school and home environments
4. Professional roles of employer and employee
5. Educational leadership
6. 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).



The AICS in 2014/2015

Welcome to the AICS!

You have joined a place where we try our best every day to provide the best education we can. Having 'learning at the heart of everything we do' means that we continuously think about how we can make learning better, in our programmes and on the job! We wish our students, staff and parents/ guardians a great new school year!

This school guide gives you a good idea about what it means to be educated at the AICS. Overall, we strive to be compassionate and wise human beings in our relationships with the environment and in situations where one can be tempted to do the wrong thing. So we work, for example, with Service as Action Learning in the Secondary school and an Approaches to Learning passport programme in the Primary school. We think that striving to be a knowledgeable and inquiring student is honourable. We love to 'get to the bottom of things' and to keep an open mind for creative solutions and unexpected results. So we work, among other things, with Big Questions in the Primary school and Personal and Community Projects in the Secondary school.

We continue to grow, adding new groups in the Primary and Secondary school to an expected total amount of close to 1000 students at the end of the school year 2014-2015. In order to accommodate this growth we are making the necessary adjustments in the building and, for the near future, are securing a space in the Zuidas area for a new, purpose-built school!

Looking forward to meeting you at the AICS!



The AICS Management Team

Kees van Ruitenbeek, Principal • Boris Prickarts, Headmaster.

Vision Statement

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

Progress on educational quality at the AICS 2013-2014

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 2013-2014 our focus has been on the further improvement and consolidation of all three components, in particular the 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.

We also use recommendations from the Dutch inspectorate's report (2013) and the International Baccalaureate Middle Years' and Diploma Programme (IB MYP en IB DP) evaluation reports 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, Cartesius Lyceum, 4de Gymnasium, Marcanti College, Mundus College Amsterdam, Europa school, de Eilanden, de WSV school and MSL.
- The AICS is a member of the group of Dutch International Primary and Secondary Schools (DIPS and DISS). The DIPS and DISS cater for the needs of students with foreign nationalities who will only be spending a few years in the Netherlands, as well as for those Dutch students who need to be educated in an international school to ensure continuity of education. The main language of instruction in our classes is English. The Dutch authorities contribute to the costs of these international schools, each of which must be closely connected to a standard Dutch school.
- The AICS is an IB World School. The Learner Profile of the International Baccalaureate 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

The Berlage Lyceum, the Europaschool and the AICS 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) and the AICS (in English) makes transitions between the schools easier. The Europaschool also offers foreign language programmes which ease possible transition to the internationalising, bilingual (Dutch/English) TTO 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.

Curriculum Information Primary School



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

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.

GRADE COMPARISON TABLE

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

AICS	USA & CANADA	UK
Group 0	Pre School	Nursery
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 organized around the principles of mixed ability levels, social/emotional and special educational 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 and 1 have full-time teaching assistants to help support the teaching and learning. Groups 2 and 3 classes have part-time teaching assistants who may also assist in Group 4-7 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.

Section 1 - The International Primary Curriculum (IPC)

Our flagship programme is called the International Primary Curriculum or IPC. This programme follows an exciting thematic approach that integrates the topics of, for example, numeracy, literacy, science and art into meaningful contexts for delivery. The IPC is a highly successful global programme that has been created by a group of international educators and experts in children's learning.

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 the additional language is Dutch and English Language Acquisition (formally known as EAL). International mindedness i.e. respect for others, is also an important element of the programme.



The Melting Pot Winter Market





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 - Literacy

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.

We recognise that writing is an integral skill that is needed to ensure student success in all subject areas and we draw on individual writing objectives as we strive to provide high-quality writing instruction in all classrooms. For the past few years the depth and quality of the writing process has been developed through a Writing Workshop approach to instruction. In the Writing 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 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 3 - Numeracy

The numeracy or math skills and concepts programme is organized around 4 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: TERC Investigations and Numicon. Investigations is a mathematics curriculum developed at TERC in Cambridge, Massachusetts. It is 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 IPC Units of Work. The student's progress is reported in terms of 'beginning, developing or mastering' numeracy learning goals.



In the playground



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 TERC and Numicon Maths curriculum, we have better means to provide personalised practice on objectives that target individual student's needs. These exercise activities give valuable practice to 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

www.terc.edu/ourwork/elementarymath.html

Section 4 – Science

Foss Science Kits are implemented throughout Primary Groups 1-7. These are used to compliment 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 5 - Information and Communication Technology (ICT)

In order to enhance the research-based work of the IPC, we fully integrate ICT in the learning process so that students see the intrinsic value of technology. With the aid of Smart boards (interactive white boards), 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 white board).

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

Section 6 - Specialist Lessons

Specialist Classes consist of English Language Acquisition, Dutch Language Acquisition, Dutch Language and Culture, Physical Education and Music. 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 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).

Depending on the language proficiency, Group 0, 1 and Group 2 students thus follow a differentiated ELA or Dutch Language Acquisition program for three hours per week. All students are placed in ELA depending on their English language skills and comprehension. The progression of achievement of each student is clearly communicated to the parents/guardians at each reporting period and conference.

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 and conference. Dutch levels are identified as Language B (beginners, standard and advanced) for non-native speakers and Language A for native or bi-lingual 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.

Physical Education

Physical Education classes are provided for all age groups and are taught by a specialist P.E. teacher. Group 0 (starting in January) have P.E. once a week for 30 minutes, while Groups 1 and 2 students have P.E. twice a week for a 30-minute lesson, located in the mini-gymnasium at school or on the school grounds for outside activities. Groups 3-7 students have P.E. once a week. Students will walk from the AICS to the P.E. facility, each group accompanied by a supervisor. As students will be walking to the P.E. facility it is important that they are properly dressed for the weather (if it's raining, please ensuring your child is wearing rain boots and a raincoat - no umbrellas as these are safety hazards when walking in a line).

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.E. day will result in an unexcused absence of participation. If your child needs to be excused from P.E. lessons due to special circumstances (e.g. medical reasons: physical injury) please provide your child with a doctor's note

In Physical 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 include:

- Movement and Muscle skills training (Active at AICS)
- Dance and coordination (Wake and Shake)
- 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.

Section 7 – 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. Classroom teachers accompany the students to their swimming lessons. Students are required to have the following swim kit in order to be allowed to participate:



Playground



HEXIA
HEKWERK
PRIVETERREIN :
BETREDEN OP
EIGEN RISICO

- 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.

Section 8 - Transition

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 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 likely personal or academic benefit to the student.

New, Promoted and Leaving students 2013-2014

2013-14 % new students that joined the AICS:

Groups 0-3:	40%
Groups 4-7:	18%

2013-14 % students promoted to the next year:

Groups 0-3:	99%
Groups 4-7:	99%

2013-14 % students leaving the school during or at the end of the school year

Groups 0-3:	9%
Groups 4-7:	9%

The Primary School Day



PRIMARY			
Groups 0-2		Groups 3-7	
8:25	Arrival/School opens	8:15	Arrival/School opens
8:40	Registration/Lessons begin	8:25	Registration/Lessons begin
	Morning Break 15 minutes (snack time) 15 minutes (playtime)		Morning Break 15 minutes (snack time) 15 minutes (playtime)
	Lessons		Lessons
	Lunch Break 30 minutes (lunchtime) 30 minutes (playtime)		Lunch Break 30 minutes (lunchtime) 30 minutes (playtime)
15:15	End of day	15:15	End of day
Wednesday finish at 12:00 (half day)		Wednesday finish at 12:00 (half day)	

In 2014-2015:

Primary Groups 0-2 students will have 1116 hours of educational learning time; Primary Groups 3-7 students will have 1163 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. 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 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. 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 9:00am 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 the School Caretaker and your child's teacher by 9am if you know that your child will be late or absent. Please provide the appropriate information to our caretaker 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 Rosanna Russo email: r.russo@aics.espritscholen.nl. You will be informed of these activities via the AICS Weekly. Parents will be billed for the After School activities in which their children participate. Activity choices should be made in order of preference.

Entry and Exit Procedure

We would also like to take the opportunity to thank you for the calm and friendly morning entry at reception.

8.15: Group 3 to 7 children enter the school.

(Please arrive between 8.15 and 8.20)

8.25: Group 0 to 2 children enter the school.

(Please arrive between 8.25 and 8.30)

Parents with children in both sections of the school are welcome to wait in reception because of the additional wait time. As we do not have room for all parents from Groups 0 to 2 we respectfully ask EARLY parents to wait outside.

Please remember that if you choose to arrive early that you make sure your children are well wrapped up and water proofed against the elements.

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

1. Only students in Group 7 can be given permission by their parents (emailed to classroom teacher) to come to the reception to wait for parent/guardian pick-up.
2. 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.
3. Parents need to ensure that if their child has permission to go home alone (Group 7 only), that the classroom teacher has been informed (email).

4. 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.

Break times

Students are supervised by class teachers during morning break. Between 12:00 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 with a drink, and a separate lunch box and drink 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.

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 center 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.

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.

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.

Curriculum Information Secondary School

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

IBMYP (International Baccalaureate Middle Years Programme)

From September 2014 -2017 the MYP programme will undergo an evolution of the current programme, with innovation in terms of external assessment. The newly revised MYP will move to a more explicitly concept-driven curriculum that encourages teaching and learning for understanding and will align more closely with the Internal Primary Curriculum and the IB Diploma Programme.

The Eight Subject Groups

1. Language and Literature (English and Dutch)
2. Language Acquisition (English, Dutch, French or Spanish)
3. Mathematics
4. Arts
5. Sciences (Integrated Sciences, Physics, Chemistry and Biology)
6. Physical and Health Education
7. Individuals and Societies (Geography, History & Religion)
8. Design

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.

Service as Action

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service - making a positive difference to the lives of others and to the environment. Service as Action is an integral part of the programme.

For the academic year 2014- 2015 Service as Action will be implemented in the AICS step by step. Students will work throughout the year on various Service as Action activities of their choice which will be based around a theme. The process will culminate in a Service as Action week towards the end of the school year where the work will be completed, show-cased and celebrated.



Library



Overview of Lesson Hours (45 minutes) per Subject Area per week MYP 1-5

Subject Areas	MYP 1&2	MYP 3-5
Languages A and B	Total: 11	Total: 11
Dutch	4	4
English	4	4
French or Spanish *(except MYP1)	3	3
Mathematics	Total: 4	Total: 4
Mathematics	4	4
The Arts	Total: 6 **	Total: 4**
Art and Design	2	2
Music	2	2
Drama	2	2
** (Choice of Music or Drama in MYP 3-5)		
Sciences	Total: 3	Total: 6
Integrated Science	3	-
Physics	-	2
Chemistry	-	2
Biology	-	2
Physical Education	Total: 3	Total: 2
Physical Education Year 1-2	3	-
Physical Education Year 3-5	-	2
Humanities	Total: 4	Total: 4
History and Religion	2	2
Geography	2	2
Technology	Total: 2	Total: 2
Design Technology	-	2
Computer Technology	2	-
Mentor Hour 1***	1***	1***
*** (two Mentor Hours in MYP 1 and 5)		

MYP Projects

MYP projects provide students the opportunity to demonstrate what they have learned in the MYP. In MYP year 5, all students must complete the Personal Project. In MYP 1-4 students are offered the opportunity to do a community project.

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 diploma or are promoted to VWO5. 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 are 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 Languages A instead of (or in addition to) a Language A and a Language B (subject to timetabling constraints).

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 fulfill 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.





Drama





Subject Group	Subject
Group 1: Studies in Language and Literature*	English Literature HL/SL English Language Literature HL/SL Dutch Language Literature HL/SL *Self-Taught Languages A1 (SL only)
Group 2: Language Acquisition	English B HL/SL Dutch B HL/SL 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 ANY CHOICE FROM GROUPS 1,2,3 and 4

Promotion Policy

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.

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.

Promotion Criteria MYP1 to MYP4

No grades lower than 4 promoted

1 x 3 and an average of 4 or more promoted

1 x 2 and an average of 4 or more promoted

2 x 3 and an average of 4 or more promoted

1 x 2 and 1 x 3 and an average of 4 or more promoted

2 x 3 and 1 x 2 and an average of 4 or more promoted

3 x 3 and an average of 4 or more promoted

Other cases not promoted

Promotion Criteria MYP5 – DP1

- A DP subject at the Higher Level can only be taken if the final grade in MYP 5 for this subject is five or higher. In order to take DP Maths HL, the criteria for Maths extended must have been met. A minimum of a four is necessary for a Standard Level subject.
- In order to take DP Physics, Chemistry or Biology at either HL or SL, students must have achieved:
 - o Crit. C 4/6
 - o Crit. D 3/6
 - o Crit. E 3/6
- In order to take DP Maths Standard Level students must have achieved
 - o Crit. A 4/8 Maths extended
 - o Crit. A 6/8 Maths standard
- In order to take DP Maths Higher Level students must have achieved
 - o Crit. A > 7 at Maths extended
- For ESS and Maths Studies the only requirement is a promotional report.
- The student is allowed to score one mark below the requirements set above.

Overall results and non-chosen subjects.

- For the non-chosen subjects, the student is not allowed to have more insufficient grades than:
 - o three mark threes or
 - o one mark two and one mark three.

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. A grade 2 for a Higher Level subject is a failing condition, as is a grade 3 for a Higher Level subject not compensated by a grade 5 for another Higher Level subject. 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 3 if there is also a grade 2 for a Standard Level subject.

When the overall result suffers from just one failing condition, the student will be allowed a re-test. 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 take a re-test. Re-tests are taken two days after the report meeting.

At the end of the academic year, the student must have achieved a minimum of 50 points for CAS. For the Extended Essay, the students should have met the necessary deadlines and show sufficient progress. Should one of these two 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.

Status of Mock Exams in DP2

Mock Exams in February 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 aren't 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, except under certain conditions (refer to Section VIIC: DP Handbook for Coordinators and Teachers).

The IB Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

1. Numeric grades have been awarded in all six subjects registered for the IB Diploma.
2. All CAS requirements have been met.
3. There is no grade 1 in any subject.
4. There is no grade 2 at Higher Level.
5. There is no more than one grade 2 at Standard Level.
6. Overall, there are no more than three grades 3 or below.
7. At least 12 points have been gained on Higher Level (or 16 points if a candidate is registered for four Higher Level subjects).
8. At least 9 points have been gained on Standard Level subjects (or 6 points if a candidate is registered for two Standard Level subjects).
9. There is no grade 'E' recorded for either the Extended Essay or Theory of Knowledge.
10. The final award committee has not judged the candidate to be guilty of malpractice.

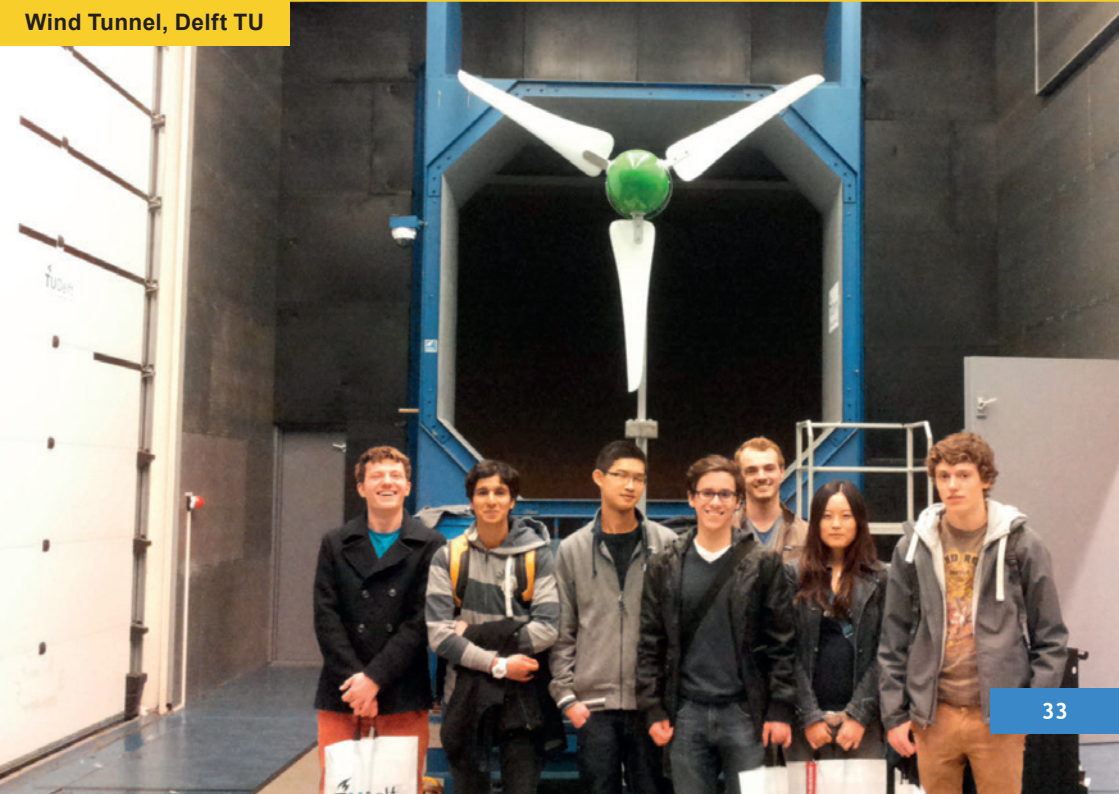
The IB Diploma will be awarded to a candidate whose total score is 28 points or above, provided the following requirements have been met.

1. Numeric grades have been awarded in all six subjects registered for the IB Diploma.
2. Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and an Extended Essay, with a grade of at least D in one of them.
3. All CAS requirements have been met.
4. There is no grade 1 in any subject.
5. There is no more than one grade 2 at Higher level.
6. There are no more than two grades 2 at Standard Level.
7. Overall, there are no more than three grades 3 or below.
8. At least 11 points have been gained on Higher Level subjects (or 14 points if a candidate is registered for four Higher Level subjects).
9. At least 8 points have been gained on Standard Level subjects (or 5 points if a candidate is registered for two Standard Level subjects).
10. The final award committee has not judged the candidate to be guilty of malpractice.

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



Wind Tunnel, Delft TU



New, Promoted and Leaving students 2013-2014

2013-14 % new students that joined the AICS:

MYP 1-5:	30%
DP 1:	38%
DP 2:	0%

2013-14 % students promoted to next year in:

MYP 1-5:	97%
DP 1:	75%

2013-14 % students leaving the school during or at the end of the school year

MYP 1-5:	18%
DP 1:	6%

2013-14 Diploma Programme final exam results:

80% received the full IB Diploma

90% expected pass rate after November re-sits

Destin AICS ions

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:

University of Virginia School of Architecture BA (with honors) Architecture and Design
• Erasmus University BA Economics and Operations Research • Liberal Arts University of Calgary • Leiden University School of Law • Universite de Paris BA Translation English-Spanish • Rutgers University BA Liberal Arts • University of Toronto BA Veterinary Sciences • University of Pretoria BA Applied Mathematics. Works at CPL Integrated Services and Hewlett Packard • Queen Mary University of London BA Geographical Sciences • University of Amsterdam BA Educational Science and Child Development. Works for CineKid • The Hague University of Applied Sciences; International Law (study abroad program) • TU Delft Faculty of Architecture. Works for Philips • University for Creative Arts, Epsom • BA Music composition and theory, classical performance Evangel University • The Hague University of Applied Sciences BA International Communication.

The Secondary School Day



Secondary					
MYP 1-3			MYP4 -DP2*		
Start	Finish	Description	Start	Finish	Description
08:30		Register	08:30		Register
08:30	09:15	1st Period	08:30	09:15	1st Period
09:15	10:00	2nd Period	09:15	10:00	2nd Period
10:00	10:15	Morning Break	10:00	10:15	Morning Break
10:15	11:00	3rd Period	10:15	11:00	3rd Period
11:00	11:45	4th Period	11:00	11:45	4th Period
11:45	12:30	Lunch Break = 5th Period	11:45	12:30	5th Period
12:30	13:15	6th Period	12:30	13:15	Lunch Break = 6th Period
13:15	14:00	7th Period	13:15	14:00	7th Period
14:00	14:45	8th Period	14:00	14:45	8th Period
14:45	15:00	Afternoon Break	14:45	15:00	Afternoon Break
15:00	15:45	9th Period	15:00	15:45	9th Period
	15:45	END of Day	15:45	16:30	10th Period
				16:30	END of Day
DP timetables differ according to subject choice					
*Thursdays school ends at 2pm.					

*Please note that lessons end after 7th period (at 14:00) on Thursday afternoons. Students may be required to remain at school after the 7th period for other activities eg personal project , detentions, supervised study periods. Timetables are given to students at the start of the school year and maybe subject to change in response to changes in teaching personnel.

In 2014-2015:

- IB MYP 1 students will have 974 hours of educational learning time;
- IB MYP 2 and 3 and 4 students will have 1074 hours of educational learning time;
- IB MYP 5 students will have 1112 hours of educational learning time;
- IB DP 1 and IB DP 2 students will have a total of 1944 hours of educational learning time over two years.

The use of portable ICT devices

All MYP 3 students and above will be required to bring their own portable ICT device on a daily basis. This device must have a minimum sized screen of 10 inches and access to the internet. For MYP 1 and 2 students the school will provide portable laptop trolleys.

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 in this School Guide. When a child 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 child has an unexplained absence, a detention is awarded. If the child or the parents feel that this detention is undeserved, they should contact the Leader for Learning and provide evidence to show that the absence was valid.

Attendance

Parents can view their child's attendance online via 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 extra-curricular 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 at the AICS

Assessment at the AICS is an on-going 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

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 Spectrums 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 spectrums 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:

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!

As such we work very closely with the Student Support Team (SST) in ensuring that every child has their individual needs catered for. At some stage in everyone's development there are challenges to be met and this is a normal aspect of effective learning.

Once a month 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 include the class teacher(s), specialist teacher, Leader for Learning and a member of the SST. We operate a strict policy of:

- Dignity
- Respect
- Privacy
- Confidentiality

As such any notes recorded at the forum do not contain the name of the student and do not go on the school records or files.





We also value and believe in the parents vital role and partnership in their child's learning with us in school. Consequently, we have a traffic light system that ensures that you are also fully informed of these discussions and the support strategies. The traffic lights work as follows:

RED: The student is discussed at student forum and small scale classroom interventions are suggested. (This is normal practice in all schools but usually done informally). The class teacher may mention this to the parent if required. Most of the time this is not reported home.

AMBER: The discussion has raised a concern that may require some support from home (e.g. a trip to the doctor/dentist, or a small scale observation by the Leader for Learning or Learning Support Assistant). At this stage the Leader for Learning will contact the parent at home and let them know what is happening.

GREEN: This is where the SST are involved in either observation, testing or a need to seek outside advice from an agency. Any testing or interventions are only carried out with your signed permission. You will be called to a supportive and friendly meeting where the issues of concern are discussed and together we agree on the best way forward for your child.

Secondary School Reports

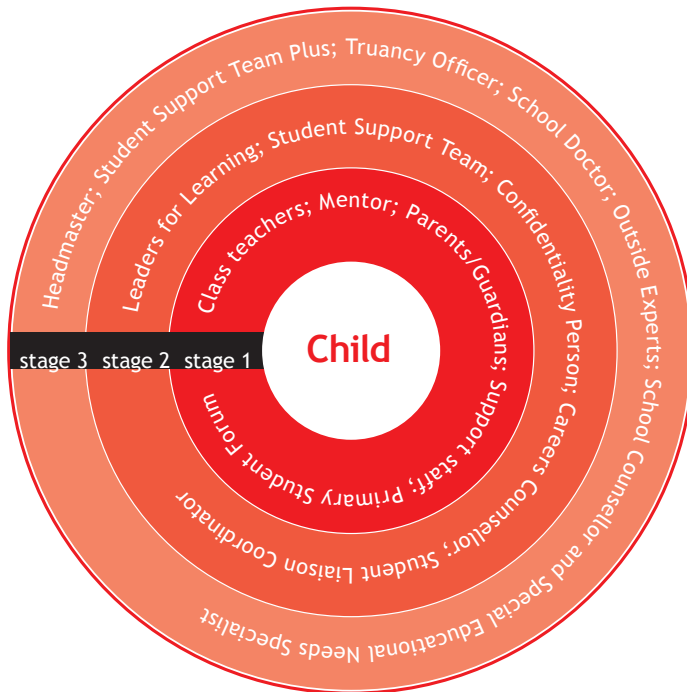
1. There are three Progress Reports: one for each term. They will be released as follows:
 - Term 1 Report in November: MYP Comments only/ DP Comments and Grades
 - Term 2 Report in March: MYP and DP Grades only
 - Term 3 Report in June: MYP and DP Comments and Grades
2. All except the MYP Term 1 Reports 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 three 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 to set goals for the next academic year.

Student Support Circle

(for Primary & Secondary)

The Student Support System at the AICS aims to give all students maximum support and opportunities to develop in a positive way to their full potential.

The child is at the centre of the Student Support System. Along with the class teachers the following members of staff are involved in the guidance of students:



A Confidentiality Person is always available for confidential discussions with students and staff regarding any matters of personal concern.

The Leaders for Learning, with the help of particular support staff members (e.g. Caretakers, Class Assistants, Lab Assistant) are responsible for matters of student safety and discipline. The Leaders for Learning along with others in stages 1 and 2 of the Student Support Circle, work together in the Student Support Team (SST).

The Headmaster, with the Leaders for Learning and others in stages 1-3, work together in the Student Support Team Plus (SST+).

The Classroom Teacher in Primary School conducts an age-appropriate pastoral care



programme and is the first contact person for students and parents/guardians. Once a month the Primary Classroom Teachers engage in a meeting called the Primary Student Forum (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 Student Liaison Coordinator deals with all issues concerning student welfare. He works with mentors, teachers, students and the Leaders for Learning to ensure appropriate and effective support for all secondary students.

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

The School Counsellor is available for students with challenging social and emotional situations.

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 in to a new class/school, mediation of disputes and peaceful conflict resolution.

The Student Support Team Leader is responsible for supervising counselling and SEN services within the Student Support Department. 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 (Primary) and Mentor Meetings (Secondary) where a member of the Student Support Team (SST) will be present. Adjustment and differentiation may be advised and implemented. If concerns continue and the student is still not making sufficient progress, an SST Referral can be completed. Then the Student Support Team will decide upon a support plan which will entail further observations and/or screening. The student's parents/guardians are always informed at all stages of concern and asked for consent in case further assessment/outside expertise is recommended. 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' teacher and parents/guardians to discuss the psycho-educational report and provide practical advice. When required, a support programme will be put in place, including a Learning Profile and an Individual Educational Plan (IEP).



The SEN Specialist in Primary and Secondary School is responsible for some educational screening and support for academic needs within an individual or a group setting at school. Based on the screening results and classroom observations the SEN Specialist advises the teacher about implementing developmentally appropriate intervention programmes to support the student. When remediation instruction is recommended, Learning Profiles are created, Individual Education Plans (IEP) are drawn up, and Progress Reports are written. These are all updated regularly.



SST/Inclusion

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 a particular aim of the AICS SST Department to create a team that will allow us to best meet the diverse needs of our student population by tailoring our teaching, support services around individual student needs.

The SST are specialized within the field of learning support and work closely with classroom teachers in the area of differentiation and co-teaching opportunities. As well as small group support for students with more needs. For this reason, we offer on-going professional development for our teachers, in the processes to meet the needs of various learners.

There are three bands of support at the AICS:

Mild support

Provided by trained professionals in a small group or as in class support.

Moderate support

A programme whereby students with more specialized needs are supported through a combination of co-taught and small group support in conjunction with the appropriate therapies.

Intensive Support

Is provided for children and young adults with cognitive or developmental disabilities in the primary. The AICS has one-self-contained classroom where there is the emphasis on social inclusion. Further for Secondary there is a base for students who need an environment whereby they can receive support, therapy or just to re-group.

External Support services

We work in close collaboration with specialists to offer targeted interventions through therapies, training and support for both parents and students, these services are fundamental within a balanced programme for students who require learning support.

The Student Support Team

The school employs a further four members of the SST team. These are specialists working part-time to support the SST team leader in delivering learning programmes to children with SEN throughout the school. They are deployed as follows:

- one counsellor
- one Educational Psychologist
- one SEN Specialist
- one LSA
- one SST leader/ SEN Specialist

These support staff work with individual children and with small groups on very specific intervention programmes. They meet with the SST leader each week to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children together with the child's classroom Teacher.

Please note that the AICS can only accept a certain number of students with learning support needs.



The Melting Pot Parent Activities



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.

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. When in doubt as to correct conduct, we refer to the Student Handbook or to our teachers. 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 whole-heartedly 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. 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.
4. We invite students to be self-motivated and to show initiative, whilst we attempt to model these behaviours ourselves at all times.
5. 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.
6. We encourage effective teamwork. Furthermore, we encourage teachers to seek opportunities to enhance the learning experience by involving the whole community.
7. We accept full responsibility as educators, for making students aware of their responsibilities in their learning process and in interaction with our community.
8. 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 (Secondary School) or Leader for Learning/Student Liaison Leader, Secondary. 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, I-pods etcetera
3. We ensure that all required payments to the school are made on time.

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 eg 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 eg 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 3 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 10 consecutive days sick
 - The student is absent due to illness for more than 3 times in 2 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 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.



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 Weekly. Emails will be sent home when specific, important information needs to be communicated immediately.

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.

Day Care and After School Care Services (formerly known as SKON)

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 center 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 master 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. In 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 center? 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 Mark Jansen, Lunchtime Coordinator of Partou, on m.jansen@aics.espritscholen.nl

Location and Facilities

Directions to the AICS

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.





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 SKON, a Day-Care Centre for children from 0 – 4 years of age.

P.E. Facilities

Some of our Primary students (groups 3-7), and all of our Secondary students, will use a brand new provisional but fully equipped gym facility for their lessons which is a five minute walk from the school. All students will walk on foot in small groups. The Primary students will be supervised.

World Café (and Theatre)

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.

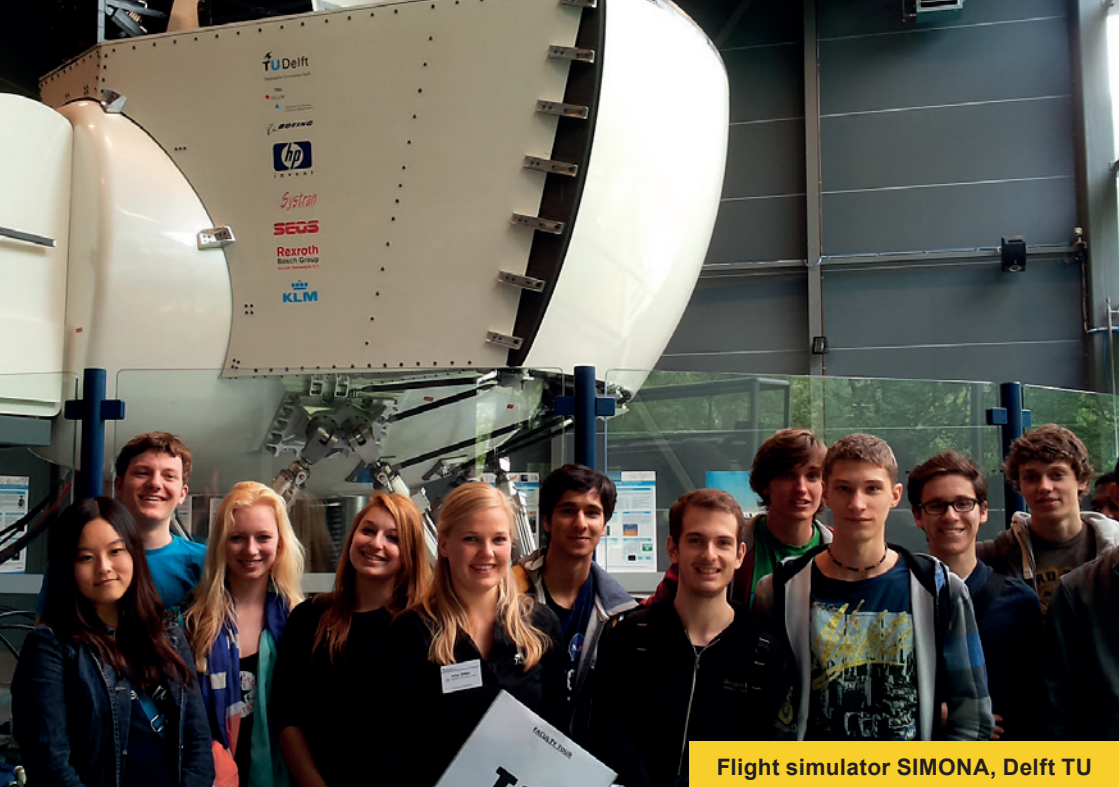
Centre of Expertise

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. In 2013-2014 the CoE hosted workshops about learning support topics, English and Dutch Language acquisition, DP subject specific workshops like Visual Arts, Maths, Economics, Languages, Visual Arts and Extended Essay, lectures (Anthony Muhammed) and many others. We make use of our in-house expertise or we invite experts from outside.

The Reflection Room next to the CoE, is also used as a quiet study area and we are building up a small resource centre with inspiring books and films about educational topics. The unique concept of The Centre of Expertise is an expression of our mission: a school where 'learning is at the heart of everything we do.'

Library

The library is open to all students, staff and parents. Parents are encouraged to visit after school hours when they are free to borrow for their children and for themselves.



We have a lively library with many activities planned throughout the year. Gardening programmes, visiting artists, and a piano make for a vibrant space where students and staff can work together, discover new interests as well as support their studies.

Reading is at the core of our activities. We host each primary group every week for either a story or a small 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 hope to see you often in the coming year.

Esprit Scholengroep Service Bureau

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

Admissions



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 make an appointment to view the school via our Admissions Officer. You will then need to complete our application form (available in the School Office and on our website), and provide the following documents:

- proof of temporary residence (via an Employer's declaration or contract)
- photocopy of parent's/guardian's and child's passport
- the last 2 years school reports (in English)
- passport sized 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 unable to visit us in person, you are welcome to complete the application form and submit it via e-mail 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 you officially be registered with the AICS.

The Admissions Application Procedure

First 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 registration invoice.
2. the Registration Fee is paid	a letter confirming our receipt of the payment.
3. the application is reviewed for an Intake Interview and Assessment	an invitation to make an appointment for an Intake Interview and Assessment.
4. the Intake Interview is completed	a letter informing you of the status of the application.

In the event that :	You receive:
Your application is Accepted	an acceptance letter with response slip to confirm that you still want the available place, and an invoice for school fees.
Your application is Wait listed	a letter of explanation and a response slip with the options to remain on the waitlist or cancel the application.
Your application is Denied	a meeting with the headmaster along with a letter of explanation.

You will be contacted via email (and not via post) if a place becomes available. Please be advised that if you are applying for an immediate start (mid term), and a place is available, this process from step 3 onward may take one to two weeks. However, if you are applying for a delayed start date, ie: the beginning of the following school year, the process from step 3 onward will take place in the spring and you will be informed of the status of your application by the end of May. Additionally, 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.

Before being placed within the school, a student is referred for an intake assessment by the Admissions Team. The intake assessment helps us to assess the student's learning profile. Standardised tests, such as a non-verbal reasoning test (NVR), are used to screen for academic potential of the student. 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 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 fulfill 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, in addition to the tuition fees (below) you will also be charged a Deposit of € 500, per student. This is refundable upon withdrawal provided that all school fees have been paid in full to date and that the correct notice of withdrawal has been given as outlined in the table below. The cost of lost or damaged books/equipment will also be deducted from your deposit if applicable.

Tuition Fees, Deposit and Costs for Students Starting in August 2014:

School Group	Fees	Deposit	Excursion	Lunch Supervision
Primary Gr. 1-7	4.650,00	500,00	120,00	280,00
Secondary MYP1-MYP5	5.550,00	500,00	550,00	-
Secondary DP1	6.550,00	500,00	750,00	-
Secondary DP2	6.550,00	500,00	550,00	-

School Group	Photo	Year Book	Exam Costs	Total
Primary Gr. 1-7	15,00	20,00	-	5.585,00
Secondary MYP1-MYP5	15,00	20,00	-	6.635,00
Secondary DP1	15,00	20,00	-	7.835,00
Secondary DP2	15,00	20,00	*650	8.285,00

* IB examination costs subject to change.

* All prices are subject to change in a new academic school year.

* The deposit is only applicable to new students. The above table of fees is also applicable to existing students.

The above fees include the use of text books.

The tuition fees for Group 0 are available on request via our Admissions or Finance Departments. As this age group is not fully subsidised by the government, the tuition fees are slightly higher than groups 1-7.

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.

Excursion Fees and Additional Costs

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.

Invoicing

Upon receipt of a fully completed and signed Application Form (and accompanying documentation), parents will receive an invoice for the non-refundable registration fee of € 200, per student. Students will be considered for admission after this fee has been received into the AICS bank account.

For returning students:

The annual tuition fees plus other costs is invoiced to all parents in full (i.e one invoice only) and may be paid in full or in two instalments. If you wish to pay in two instalments then the first payment, which includes 50% of the tuition fees plus all costs, is due and payable by no later than 1 July each year. The second payment includes the balance of the student's tuition fee and must be paid by no later than 31 October each year.

For new students:

The annual tuition fees plus other costs is invoiced to all parents in full (i.e one invoice only) and may be paid in full or in two instalments. If you wish to pay in two instalments then the first payment which includes 50% of the tuition fees plus all costs and deposit must be paid within fourteen days of the invoice being submitted. It is important to note that a student may not start at the AICS until the first payment has been received by the AICS. The second payment must be made by 31 October each year. If the student starts at the AICS after 31 October, then the full fees as per the fees structure below, must be paid within fourteen days of the invoice being submitted.



Payment Structure for 2014/2015 for New Students starting in August:

1. Full payment by no later than 1st of July OR:
2. In two installments:
 - 50% of the tuition fees plus all costs and deposit within 14 days from date of invoice
 - Remaining 50% of the tuition fees by 31 October

Payment Structure for 2014/2015 for New Students starting in October or later:

- Full payment within 14 days of invoice date.

Payment Structure for 2014/2015 for Existing Students:

1. Full payment by no later than 1st of July OR :
2. In two installments:-
 - 50% of the tuition fees plus all costs by 1 July
 - Remaining 50% of the tuition fees by 31 October

Pro-rated table showing Tuition Fees, Deposit and Costs for school year 2014-15:

		Total Tuition Fees, Costs & Deposit			
Starting in	%	Primary	Secondary	DP1	DP2
August	100%	5,585.00	6,635.00	7,835.00	8,285.00
September	100%	5,585.00	6,635.00	7,835.00	8,285.00
October	90%	5,080.00	5,780.00	6,680.00	7,130.00
November	80%	4,575.00	5,200.00	6,000.00	6,470.00
December	70%	4,070.00	4,620.00	5,320.00	5,810.00
January	60%	3,565.00	4,040.00	4,640.00	5,150.00
February	50%	3,060.00	3,460.00	3,960.00	4,490.00
March	40%	2,540.00	2,865.00	3,265.00	3,815.00
April	30%	2,035.00	2,285.00	2,585.00	3,155.00
May	20%	1,530.00	1,705.00	1,905.00	1,845.00
June	10%	1,025.00	1,125.00	1,225.00	1,185.00
July	10%	1,025.00	1,100.00	1,200.00	1,180.00

Please be advised that late payment of fees may result in the delay of the student's start date or forfeiting their place at the AICS. A student will be excluded from school at any time if fees remain unpaid. Transcripts and reports will be withheld if fees remain unpaid. Non-payment of fees and costs will be handed 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.

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 enrollment 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.

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. Eg; the withdrawal form must be handed in by mid April latest.

The deposit will only be refunded when:

- All school books have been returned, if not returned then book costs will be deducted from your deposit.
- 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.
- The child has officially left the AICS. The refund will take approximately 4 – 10 weeks to be credited into your bank account.

Table showing Withdrawals and Refund Structure:

(Provided all fees and costs, (including replacement of lost books), have been paid in full, then the following amounts will apply on withdrawal.) This table does not include the deposit.

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

Part of the Fee + Costs to be refunded	When leaving in month:	Primary Total Refund	Secondary Total Refund	DP1 Total Refund	DP2 Total Refund
50%	August	2.540,00	3.065,00	3.665,00	3.565,00
50%	September	2.540,00	3.065,00	3.665,00	3.565,00
50%	October	2.540,00	2.915,00	3.415,00	3.315,00
50%	November	2.540,00	2.915,00	3.415,00	3.315,00
50%	December	2.540,00	2.915,00	3.415,00	3.315,00
40%	January	2.035,00	2.335,00	2.735,00	2.655,00
30%	February	1.515,00	1.755,00	2.055,00	1.995,00
20%	March	1.010,00	1.160,00	1.360,00	1.320,00
10%	April	505,00	580,00	680,00	660,00
0%	May	-	-	-	-
0%	June	-	-	-	-
0%	July	-	-	-	-

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

Day	Date	Event
Mon-Fri	07 Jul - 15 Aug	Summer Holiday
18 Aug		Begin Term 1
Mon	18 Aug	In Service Training Day. No School for Primary & Secondary Students.
Tue	19 Aug	First Day back for Primary School
Wed	20 Aug	Primary Parents Information Evening
Mon-Fri	13 - 17 Oct	Autumn Holiday
Mon-Tue	20 - 21 Oct	In-Service Training Days. No School for Primary & Secondary Students.
24 Nov		Begin Term 2
Wed-Thu	03 - 04 Dec	Parent/Teacher Conferences
Fri	05 Dec	Sinterklaas.
Wed	10 Dec	Winter Light Celebration
Mon-Sun	15 Dec - 04 Jan	Winter Holiday
Sat	24 Jan	Open Day
Wed	11 Feb	Parents Information Evening
Mon-Fri	23 - 27 Feb	Early Spring Holiday
Mon-Wed	02 - 04 Mar	School Photographer for class photos
16 Mar		Begin Term 3
Mon	06 Apr	Easter Monday. No School for Primary & Secondary Students.
Wed-Thu	15 - 16 Apr	Parent-Teacher Conferences
Mon-Fri	27 Apr - 08 May	May Holiday
Thu	14 May	Ascension Day / Hemelvaartsdag
Wed	20 May	Parents Information Evening
Mon	25 May	Whit Monday Holiday / 2e Pinksterdag
Wed-Thu	01 - 02 Jul	Student Led Conferences
Fri	03 Jul	Last Day of School for Primary Students. Half Day
Mon-Sun	06 Jul - 16 Aug	Summer Holiday

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

Secondary School Calendar

Day	Date	Event
Mon-Fri	07 Jul - 15 Aug	Summer Holiday
18 Aug		Begin Term 1
Mon	18 Aug	In Service Training Day No School for Primary & Secondary Students
Tue	19 Aug	First Day Of School for Secondary Students & Orientation Activities
Tue	19 Aug	Secondary Parents Information Evening
Tue-Thu	19 - 21 Aug	Orientation Activities Continue
Mon-Fri	01 - 05 Sep	Secondary School Trips
Tue	07 Oct	DP Parents Information Evening
Mon-Fri	13 - 17 Oct	Autumn Holiday
Mon-Tue	20 - 21 Oct	In-Service Training Days No School for Primary & Secondary Students
Mon-Fri	17 - 21 Nov	DP1 & 2 Test Week
24 Nov		Begin Term 2
Wed-Thu	03 - 04 Dec	Secondary Parent-Teacher-Student Conferences
Mon-Sun	15 Dec - 04 Jan	Winter Holiday
Sat	24 Jan	Open Day
Mon-Fri	09 - 20 Feb	DP2 Mock Exams
Mon-Fri	23 - 27 Feb	Early Spring Holiday
Mon-Wed	02 - 04 Mar	School Photographer
Mon-Fri	09 - 13 Mar	DP1 Test Week
16 Mar		Begin Term 3
Mon	06 Apr	Easter Monday No School for Primary & Secondary Students
Thu	09 Apr	MYP5 Personal Project Presentations
Wed-Thu	15 - 16 Apr	Parent-Teacher-Student Conferences
Mon	20 Apr	Graduation Photos
Mon-Fri	27 Apr - 08 May	May Holiday
Mon-Fri	04 - 22 May	DP2 Exams
Thu	14 May	Ascension Day / Hemelvaartsdag
Mon-Fri	18 - 22 May	MYP5 Language Trips & DP1 Geography Trip
Wed	20 May	Parents Information Evening
Mon	25 May	Whit Monday Holiday / 2e Pinksterdag
Thu	28 May	DP2 Graduation Ceremony
Fri	29 May	DP2 Farewell Dinner
Mon-Fri	22 - 26 Jun	DP1 Test Week
Mon-Wed	29 Jun - 01 Jul	MYP Activity Week/DP Extended Essay Workshops
Thu	02 Jul	Student-Led Portfolio Conferences
Fri	03 Jul	Last Day for Secondary Students
Mon-Sun	06 Jul - 16 Aug	Summer Holiday





Working inside the clean room, ICE laboratory



Student School Supplies List

(Please note that the use of school books are included in the tuition fee)

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.

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
- Ruler
- Pair of Compasses
- Protractor
- USB Memory Stick
- Graphic Display Calculator TI-Nspire (MYP 4, MYP5, DP1 - 2)
- Oxford Pocket-Sized English language Dictionary
- Dutch language Dictionary
- English Mother Tongue-Mother Tongue English (as necessary)
- Gym Bag marked with child's name
- Mobile device for MYP 2 - DP 2 (e.g. tablet, I Pad, laptop)

AICS Logo Products:

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





Contact Us

AICS Administration Team

Mrs. Rosanna Fourie (Russo) Office Team Leader r.russo@aics.espritscholen.nl

AICS Admissions Team

Mrs. Jenni Iyoyo Public Relations j.iyoyo@aics.espritscholen.nl

& Admissions Officer

Mr. Nigel Hurnell Admissions Administrator n.hurnell@aics.espritscholen.nl

Ms. Hayley Thompson Admissions Administrator h.thompson@aics.espritscholen.nl

AICS Confidentiality Person

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

Ms. Anne Seller a.seller@aics.espritscholen.nl

AICS External Confidentiality Person

(After contacting the AICS Confidentiality Person has been considered)

Sytske Teppema Tel.: 020 221 9121 sytsketeppe@gmail.com

AICS Student Support Leader

To be announced

AICS Careers Counsellor and Student Liaison Coordinator

Mr. Tom Sikkes t.sikkes@aics.espritscholen.nl

AICS School Counsellor

Mr. Jaap Leegwater j.leegwater@aics.espritscholen.nl

AICS Teacher Trainee Liaison

Mr. Stavros Melachroinos s.melachroinos@aics.espritscholen.nl

AICS Participation Council members

Ms. Foley (Chair) n.foley@aics.espritscholen.nl

Mr. Poeser (Secondary) f.poeser@aics.espritscholen.nl

Ms. Parker (Secondary) k.parker@aics.espritscholen.nl

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Ms. Bakker (Parent Secondary) mb987@nyu.edu

Ms. Meeng (Parent Secondary) maureen.meeng@gmail.com

Mr. De Jong (Parent Primary) peter@connectedculture.com

DP 2 Graduation May 2014

'Let us never be betrayed into saying we have finished our education; because that would mean we had stopped growing.'

Julia H. Gulliver





Mr. Haver	(Parent Primary)	steohaver@gmail.com
Ms. Hunt	(Parent Primary)	racyrach34@hotmail.com
Suzy Palmer-Smith	(Student)	s.palmersmith@aics.espritscholen.nl
Eilidh Paton	(Student)	e.paton@aics.espritscholen.nl

Management Team

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Headmaster / conrector	Mr. Boris Prickarts	b.prickarts@aics.espritscholen.nl

Leaders for Learning, Primary

Ms. Therese Ann Clemo	Primary Curriculums	t.clemo@aics.espritscholen.nl
Ms. Lyndsay Gregory	Primary Curriculums	l.gregory@aics.espritscholen.nl
Ms. Jacqueline Da Silva	Primary Curriculums (Specialist)	j.dasilva@aics.espritscholen.nl

Leaders for Learning, Secondary

Ms. Veronica Kleipool	IB MYP	v.kleipool@aics.espritscholen.nl
Ms. Beth Young	IB DP	b.young@aics.espritscholen.nl

Visiting address AICS

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1077 WV Amsterdam	Fax: 020 577 12 49	www.aics.espritscholen.nl

Esprit Board of Directors

Prinses Irenestraat 59 • 1077 WV Amsterdam • Tel.: 020 585 4811 • www.espritscholen.nl

Stichting Onderwijsgeschillen

(External Complaint Committee Education)

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 and go to:

Over Esprit Scholen; Klachten en geschillen; huidige klachtenregeling Esprit Scholen





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www.aics.espritscholen.nl