

Amsterdam
International
Community
School

SCHOOL GUIDE



2013/2014

esprit
SCHOLEN



Amsterdam International Community School Primary & Secondary School

Prinses Irenestraat 59
1077 WV Amsterdam

Phone: 020 577 12 40

Fax: 020 577 12 49

email: info@aics.espritscholen.nl

www.aics.espritscholen.nl

Vormgeving	Indrukwekkend, Heiloo
Fotografie	Gerrit Serné
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Wijzigingen voorbehouden



Contents

Education Manifesto of the Esprit Schools and The Philosophy of the AICS	4
Mission, Vision and Context Statement,	7
Esprit International	8
Curriculum Information Primary School, IPC	9
The Primary School Day	21
Curriculum Information Secondary School, IBMYP & IBDP	25
The Secondary School Day	35
Assessment, Reporting and Parent-Teacher Meetings at the AICS	38
Student Support Circle	41
Code of Conduct for Students, Staff and Parents/Guardians	45

Code of Conduct for Students, Staff and Parents/Guardians	45
Leave of Absence	48
Communication with Parents/Guardians and Students	50
Day Care and After School Care Services (SKON)	51
Location and Facilities	52
Admissions	55
Financial Matters	57
Schedule of Events and Holidays	62
Student School Supplies List	65
Contact Us	66

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. 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'. All our students acquire all the necessary academic skills while learning about themselves, their community, and the international world. We aim to:

- enable staff and students 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 2013/2014

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 will help you to get a good idea about what it means to be educated at the AICS. We are accredited by the CIS (Council of International Schools), which means that our services are of a high international standard and that we have systems in place which are helping us to build our growing school into an even stronger one. We are aiming to strengthen our Primary and Secondary curricular connections and to make our curriculums and evaluations more easily and regularly accessible via a digital network.

The growth in student numbers has been quite phenomenal, and we are adding four new groups of 20-22 primary and secondary students to a total amount of 850 students at the end of this school year. We will celebrate our tenth birthday in September 2013, when we will remember and celebrate our start with sixteen secondary students in 2003. In order to accommodate this rapid growth, we have been able to secure the whole building at the Prinses Irenestraat 59 at the Amsterdam Zuidas.

The AICS parents and guardians will have the opportunity to meet together in the AICS World Cafe, where they can find a welcoming and supportive community.

Looking forward to meeting you at the AICS!



The AICS Management Team

Kees van Ruitenbeek, Principal • Boris Prickarts, Headmaster.

Progress on educational quality at the AICS 2012-2013

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

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

In 2012-2013 our focus has been on the further consolidation and improvement of all three components. We use the 176 criteria of the Council of International Schools (CIS) as the most whole school and process-oriented and comprehensive criteria to achieve this.

The AICS was accredited by the CIS in February 2012. As part of the accreditation process the school then submitted a First-Year Report on Progress and Planning in March 2013. The AICS continues to evaluate and strives to improve standards and practices as an ongoing process, led by the school's Quality Care Committee. As a

very new institution, we are proud to count the AICS in the CIS list of member schools and we are committed to upholding a high quality standard of education.

We also use recommendations from the Dutch Inspectorate's report (2013) and the International Baccalaureate Middle Years and Diploma Programme (IB MYP and IB DP) evaluation reports (2012), as the more primary/secondary school specific and outcome-oriented criteria to achieve our goals.

Mission, Vision and Context statement

Mission statement

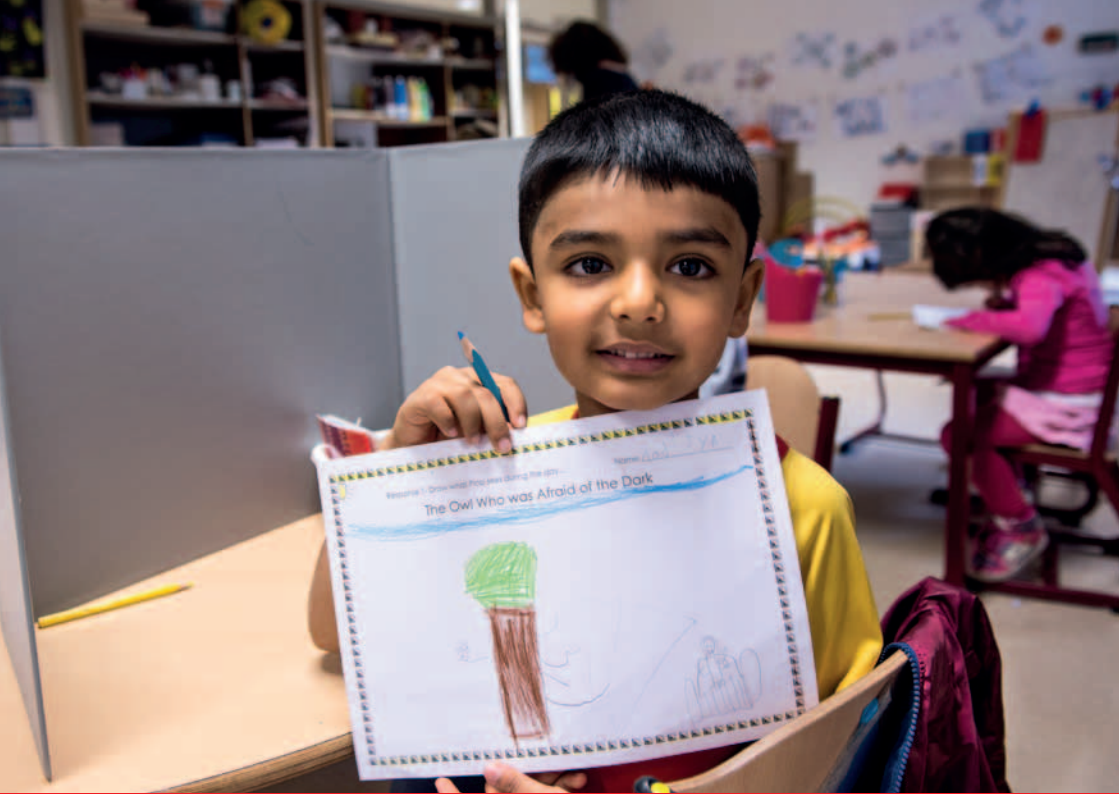
- The AICS facilitates high quality, accessible, community-based international learning for students of all nationalities living in The Netherlands.

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, Nova 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. Each class group is mixed ability and the profile of the class is organised around the principles of gender and nationality balance, social and special educational requirements. 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 1 and 2, have full-time teaching assistants to help support the teaching and learning. Group 3 classes have part-time teaching assistants. 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.

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.

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



The Melting Pot International Breakfast Morning





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

Each unit of work lasts between five to eleven weeks and provides a rigorous and meaningful teaching framework supported by a wide range of resources. The programme is designed in such a way 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 which the teacher teams will engage. However, 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.
- TERC Maths and Numicon: These are problem solving and investigative math approach that applies the core mathematical skills (number, shape, measure, data analysis) in real life contexts.

We also introduce the philosophy of Inquiry Based Learning into the units and this is where the 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 a 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 organised around three 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. Daily 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.

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 students 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 aided 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 smartboard (an interactive white board).

Additionally, computers are available in our Library. Groups 3-7 have one 1 hour ICT block timetabled each week in our ICT lab. Our ICT lab is equipped with 23 computers, a smartboard and an innovative ICT equipment museum. Over the course of the last school year laptop trolleys and mobile ICT devices have been introduced.

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. First Language/proficient English speakers will join the Dutch classes instead of ELA. Students from Group 3 to Group 7 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. In Groups 1 and 2, Dutch lessons are offered to those students whose English proficiency is sufficient for following classroom instruction. 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 3 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. 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 for a one-hour lesson, located at a local gymnasium facility near the school campus. Students will be transported to and from the gymnasium accompanied by a supervisor. 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:

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



Playground

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 2012-2013

2012-13 % new students that joined the AICS:

Groups 0-3:	44%
Groups 4-7:	17%

2012-13 % students promoted to the next year:

Groups 0-3:	99%
Groups 4-7:	100%

2012-13 % students leaving the school during or at the end of the school year

Groups 0-3:	15%
Groups 4-7:	15%

The School Day

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
Staggered between 10:00-10:30	Morning Break 15 minutes (snack time) 15 minutes (playtime)	Staggered between 10:30-11:00	Morning Break 15 minutes (snack time) 15 minutes (playtime)
	Lessons		Lessons
Staggered between 12:00-13:00 (Group 3 12.30-13.30)	Lunch Break 30 minutes (lunchtime) 30 minutes (playtime)	Staggered between 13:00-14:00	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 2013-2014:

Primary Groups 0-2 students will have 1121 hours of educational learning time; Primary Groups 3-7 students will have 1162 hours of educational learning time;

Late Arrivals and Absences

Groups 3-7 officially begin at 8:25am and ends 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 ends at 15:15pm. Students arriving later than the beginning schedules above must report to the Caretaker, located at the entrance of the Primary 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.

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).

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.

Group 0-7 students can be collected from their classrooms. Please note that on Wednesday lessons end at 12:00.

If parents/guardians wish to allow their children to leave school alone at the end of the school day, a letter of notification should be sent to the class teacher. This should be renewed annually.

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 SKON, 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.

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 can 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.





Library



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)

MYP 1 to 5 students follow the IB MYP, leading up to a final assessment in MYP 5. In the IB Middle Years Programme, the students are taught a broad and balanced curriculum organised into eight Subject Areas and underpinned by five Areas of Interaction. The five Areas of Interaction will be addressed in a consistent and creative fashion, primarily through the lessons, projects, special programmes and activities.

The Eight Subject Groups

1. Language A (English and Dutch)
2. Language B (English, Dutch and French or Spanish)
3. Mathematics
4. The Arts (Visual Arts, Music & Drama)
5. Sciences (Integrated Science, Physics, Chemistry and Biology)
6. Physical Education
7. Humanities (Geography, History & Religion)
8. Technology (Computer Technology and Design Technology)

The Five Areas of Interaction

1. Health and Social Education
2. Environments
3. Human Ingenuity
4. Community and Service
5. Approaches to Learning

Students may not change language groups after the first three months. This is an IBO regulation.

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)		

Personal Project (PP)

MYP5 students work on their Personal Project (PP). Each student is allocated a Project Supervisor from the Secondary School staff.

The Project Supervisor will be responsible for practical advice during the creation of the project. Final evaluation of the PP will be the responsibility of the MYP teaching staff. These projects will be evaluated using assessment criteria and will be taken into consideration when deciding on promotion at the end of the academic year.

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

A maximum of twenty Dutch students per school year can apply for a place in our IBDP. Successful applicants will, in cooperation with the DP Leader for Learning, determine which subjects they will take. This depends on their interests, talents, previous and subsequent schooling.

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.



Music



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 Community & Service 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

In addition, students are required to complete the prescribed minimum number of hours (MYP1: five hours; MYP 2 & 3: ten hours; MYP 4: twenty hours; MYP 5: thirty hours) for the Community & Service programme.

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.
- The overall result has to lead to an average of 4 or more.
- The Personal Project counts as one non-chosen subject.
- Students are required to complete the prescribed minimum number of hours (30) for the Community & Service programme.

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 on the day 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 January/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.



Science



New, Promoted and Leaving students 2012-2013

2012-13 % new students that joined the AICS:

MYP 1-5:	25%
DP 1:	29%
DP 2:	9%

2012-13 % students promoted to next year in:

MYP 1-5:	98%
DP 1:	86%

2012-13 % students leaving the school during or at the end of the school year

MYP 1-5:	14%
DP 1:	4%

2012-13 Diploma Programme final exam results:

73% received the full IB Diploma
85% 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. Depending on the timetabling constraints, the school day may start and/or end earlier or later for some classes. 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 2013-2014:

- IB MYP 1 students will have 951 hours of educational learning time;
- IB MYP 2 and 3 and 4 students will have 1048 hours of educational learning time;
- IB MYP 5 students will have 1086 hours of educational learning time;
- IB DP 1 and IB DP 2 students will have a total of 1736 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. 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. This is run by clients (staff) of Cordaan with two coaches (supervisors). The clients also assist in caretaker duties and run the World Cafe downstairs for staff and parents. All of Cordaan's clients have disabilities. They work and learn to prepare themselves for entering the workforce. It gives them the opportunity to participate in society and become more independent.

Late Arrivals and Sick Leave

Lates – please phone 020 577 12 54 before 8.30am or email info@aics.espritscholen.nl

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

Absences - For 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.

Please note that if a child is 15 or more minutes late for a lesson, that lateness is recorded as an absence and a detention is awarded.



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 Counselling. 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 four seasonal terms of:

Term 1: Autumn
Term 2: Winter
Term 3: Spring
Term 4: Summer

Throughout the approximately 10 week terms 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.

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

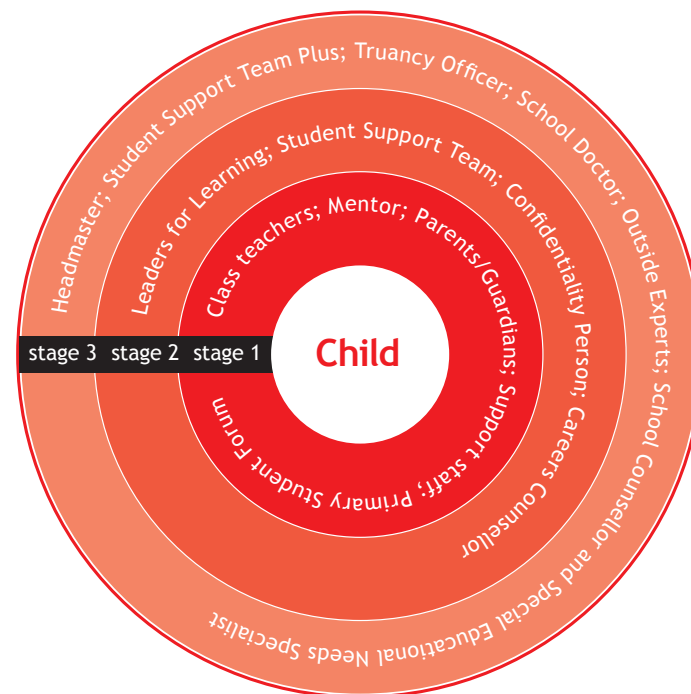
Secondary Reports are sent to parents/guardians four times a year; in November (Progress Report), February (Mid-Year Report), April (Progress Report), and July (End of Year Report). MYP Progress Reports contain a summary of progress, a summative grade in April and Teacher Comments in both cases. The Mid and End-of-Year Reports are summative and indicate criterion-referenced assessment and numerical grades for each subject. DP Reports all contain a summative grade and Teacher Comments. Four times a year, teachers discuss together the progress of each individual student in Report Meetings.

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 Leader 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 maybe 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 Student Support Leader has regular meetings with the outside specialists such as the School Doctor, Social Workers and the Truancy Officer who form the Student Support Team Plus (SST+). When students have needs which cannot be catered for within existing school structures they are referred to the SST+ for advice and external support. Should students require further diagnostic assessment, support or therapy they may be referred to external specialists or outside agencies. This could incur extra costs.

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.



Summer fayre



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, 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.





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 Parents Support Group is an organisation of parent-volunteers who fundraise for the school, create fun events for the children and families of AICS, help out at events run by the school and organise opportunities for new and existing parents to meet. In 2012-13 the Melting Pot has sponsored school disco's/parties, books, playground equipment, award schemes and arranged International Breakfast Mornings. The Melting Pot is open to all interested parents and new members always very welcome! We will meet regularly in the new school World Café. Management will meet the parent community in the World Café every last Thursday of the month.

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 (SKON)

De Blauwe Rotspinguin (part of SKON)

De Blauwe Rotspinguin childcare centre provides day care and after school care for children up to the age of 12. They are open all year round, except on nationally recognised holidays, for at least 11 hours per day to fit in with parents' working hours. At de Blauwe Rotspinguin, both Dutch and English are spoken because of the international character of the AICS and children with different nationalities. The working language for pedagogical staff is English. The way in which the two languages are used is described in the SKON Educational Work Plan, which is available for perusal at the childcare centre.

Day Care for children aged 0 – 4

Day Care at De Blauwe Rotspinguin is available from Monday to Friday from 7:30 to 18:30 hrs. There are five groups including: two baby groups, two toddler groups, and one 'vertical group'.

After School and Holiday childcare for children aged 4 to 12.

De Blauwe Rotspinguin also offers after-school and holiday childcare for children attending the AICS (Primary School). After-School Care starts when the school day finishes for your child. During term time you can choose between:

- a short afternoon (from approx. 14.30 hrs to 18.30 hrs) and/or
- a long afternoon (from approx. 11.30 hrs to 18.30 hrs).

In the school holidays children come on the same days as during term time, but for the whole day. For further information go to www.skon.nl or contact the SKON planning department by telephone at (0347) 35 95 00, or Femke Riedijk, Manager of De Blauwe Rotspinguin (020) 442 0130, 0620888498.

Lunchtime supervision

Skon Kinderopvang provides lunchtime supervision for the AICS. So besides daycare and afterschool care de Blauwe Rotspinguin provides lunchtime supervision from 12.00 to 14.00 hrs on Monday, Tuesday, Thursday and Friday. The children are looked after by a professional coordinator and volunteers. If you are interested in being on the Lunchtime Supervision Team as a volunteer, please contact Mark Jansen, Lunchtime Coordinator of de blauwe rotspinguin (020) 442 0130 - lunchtimeaics@hotmail.com.

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.

Some of our Primary students, and all of our Secondary students, will use the local USC Sports Centre for their gym lessons. A school bus will be provided to transport Primary and MYP1 & 2 students to the Sports Centre. Students in MYP 3 and above will travel to the USC by bicycle or on foot in small groups. The USC is highly equipped to cater to many different sports and activities. It is situated at De Boelelaan 46, 1082 LR Amsterdam.

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 2012-2013 the CoE hosted workshops about cultural diversity, internationalisation, cyber bullying, learning support topics, world citizenship, DP subject specific workshops, English language training. We make use of our in-house expertise or we invite experts from outside to teach us.

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 of the Esprit Scholengroep has now relocated to 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, together with 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.

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, 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. The Deposit is € 500,- per student and 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 for Primary and Secondary School

(These fees include the use of text books)

Primary School IPC Programme - € 4400 per student per school year

(group 0 - The tuition fee is subject to change. This information is available on request.)

Secondary School IBMYP - € 5300, per student per school year

IB Diploma Programme - € 6300, per student per school year

All prices are subject to change

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.

Excursion Fees and Special Events € 120,- per Primary student per school year.

Excursion Fees 3-4 night excursions for Group 6 and Group 7 € 250-300,-

Excursion Fees and Special Events € 500,- per IBMYP student per school year.

Excursion Fees and Special Events € 700,- per IBDP1 student per school year.

Excursion Fees and Special Events € 500,- per IBDP2 student per school year.

Examination Fees of € 650,- per IBDP2 student per school year

School Photographer - € 15, per student per school year

Year Book - € 20, per student per school year

Key Deposit for Lockers (Secondary School) € 5,- (which is refundable upon return of the original key).

Lunchtime Supervision Fees for Primary Students is € 240,- per child per school year.

All prices may be subject to change.

Payment

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. The annual tuition fees plus other costs is invoiced to all parents in full and may be paid in full or in two instalments. The first semester consists of Term 1 and Term 2 and the Second Semester includes Term 3 and Term 4. For existing students at the AICS, the first payment is due and payable by no later than 1 August each year. The second payment includes the balance of the student's tuition fee and must be paid by no later than 30 November each year.

For new students starting at the AICS tuition fees must be paid within fourteen days of the invoice being submitted. If a student starts at the AICS in mid-term, then tuition fees and costs must be paid in full for that term. Parent/guardians are welcome to request an invoice for the full amount of fees plus costs, if they so choose. In this case, the payment must be received within fourteen days of the invoice being submitted in order for the student to be able to start school. 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.

Submission of Notice Of Withdrawal	Term child actually leaves/withdraws from the AICS	Payment of Tuition Fees and Costs due by Parent until:-	Deposit Refund or Forfeited
Term 1	During Term 1	End of Term 1	Forfeit
Term 1	During Term 2	End of Term 2	Refund
Term 2	During Term 2	End of Term 2	Forfeit
Term 2	During Term 3	End of Term 3	Refund
Term 3	During Term 3	End of Term 3	Forfeit
Term 3	During Term 4	End of Term 4	Refund
Term 4	During Term 4/ or during Term 1 of the following school year	End of Term 4/ end of Term 1	Forfeit

Withdrawals & Refunds

Unless full notice is given, any remaining tuition fees, deposit and costs (if applicable to you) will not be returned. It is important to note that if your child leaves the AICS during a term, the AICS does not refund tuition fees and costs for the remaining portion of that term. For withdrawals with full notice, the € 500,- deposit fee will be refunded after all school books have been returned in good order, all tuition fees and costs have been paid to date and the student has officially left the AICS. In Term 4, the deposit acts as a re-registration fee for the following academic year. Students not returning for the following academic year must therefore give written notice of withdrawal before the end of Term 3 of the current school year or the deposit will be forfeited. In this case, the cost of lost or damaged books/equipment will be billed to the parent/guardian. Withdrawal forms may be obtained from the Administration Office or the Caretaker. For exact dates of terms, please see the Schedule of Events and Holidays.

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	19 Aug	In-Service Training Day. No school for Primary Students.
Tue	20 Aug	First Day back for Primary School.
Wed	04 Sep	Parents Information Evening.
Thu	26 Sep	AICS 10 Year Anniversary!!
Mon-Fri	21 - 25 Oct	Autumn Holiday.
Mon-Tue	28 - 29 Oct	In-Service Training Days. No school for Primary Students.
11 Nov		Begin Term 2
Wed-Thu	27 - 28 Nov	Informal Parent/Teacher Conferences.
Thu	05 Dec	Winter Light Celebration/Sinterklaas.
Mon-Fri	16 Dec - 03 Jan	Winter Holiday.
Mon	06 Jan	In-Service Training Day. No school for Primary Students.
Sat	25 Jan	Open Day.
03 Feb		Begin Term 3
Wed	05 Feb	Parents Information Evening.
Wed-Fri	12 - 14 Feb	School Photographer for class photos.
Mon-Fri	24 - 28 Feb	Early Spring Holiday.
Wed-Thu	05 - 06 Mar	Primary School Parent Conferences. No School for Primary Students.
14 Apr		Begin Term 4
Thu	17 Apr	In-Service Training Day. No school for Primary Students.
Fri	18 Apr	Good Friday. No School for Primary Students ONLY.
Mon	21 Apr	Easter Monday. No School for Primary Students.
Mon-Mon	28 Apr - 05 May	May Holiday.
Wed	14 May	Parents Information Evening.
Thu-Fri	29 - 30 May	Ascension Day / Hemelvaartsdag. Study / Work Day. No school for Primary Students.
Mon	09 June	2nd Pinksterdag. No school for Primary Students.
Wed-Thu	02 - 03 July	Student-Led Conferences.
Fri	04 July	Last day of school for Primary Students. Half day.
Mon-Sun	07 July - 17 Aug	Summer Holiday.

Secondary School Calendar

Day	Date	Event
Mon	26 Aug	In-Service Training day. No school for Secondary Students.
Tue	27 Aug	Orientation Programme for Secondary Students.
Wed	04 Sep	Parents Information Evening.
Mon-Fri	09 - 13 Sep	Secondary School Trips.
Thu	26 Sep	AICS 10 Year Anniversary!
Fri	27 Sep	In-Service Training day. No school for Secondary Students.
Tue	08 Oct	DP Parents Evening.
Mon-Fri	21 - 25 Oct	Autumn Holiday.
Mon-Tue	28 - 29 Oct	In-Service Training day. No school for Secondary Students.
Mon-Fri	04 - 08 Nov	DP 1&2 Test Week.
11 Nov		Begin Term 2
Wed-Thu	27 - 28 Nov	Parent - Teacher - Student - Conferences.
Mon-Fri	16 Dec - 03 Jan	Winter Holiday.
Mon	6 Jan	In-Service Training Day. No school for Secondary Students.
Sat	25 Jan	Open Day.
Mon-Fri	27 - 31 Jan	DP1 Test Week & DP2 Mock Exams
03 Feb		Begin Term 3
Mon-Fri	03 - 07 Feb	DP2 Mock Exams.
Wed	05 Feb	Parents Information Evening.
Wed-Fri	12 - 14 Feb	School Photographer for class photos.
Mon-Fri	24 - 28 Feb	Early Spring Holiday.
Wed-Thu	05 - 06 Mar	Parent - Teacher - Student - Conferences.
Thu	03 Apr	MYP5 Personal Project Presentations.
Mon-Fri	07 - 11 Apr	DP1 Test Week.



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 (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 3 - DP 2 (e.g. tablet, I Pad, laptop)

AICS Logo Products:

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

	14 Apr	Begin Term 4
Mon	21 Apr	Easter Monday. No School for Primary & Secondary Students.
Tue-Fri	22 - 25 Apr	DP2 Revision Week.
Mon-Mon	28 Apr - 05 May	May Holiday.
Tue-Fri	06 - 23 May	DP2 Exams.
Wed	14 May	Parents Information Evening.
Tue	27 May	DP2 Graduation Ceremony.
Wed	28 May	DP2 Farewell Dinner.
Thu-Fri	29 - 30 May	Ascension Day / Hemelvaartsdag. Study / Work Day. No school for Secondary Students.
Mon	09 June	2nd Pinksterdag. No school for Secondary Students.
Mon-Fri	23 - 27 June	DP1 Test Week.
Mon-Tue	30 June - 01 July	MYP Activity Week / DP Extended Essay Workshops.
Thu	03 July	Student-Led Portfolio Conferences and Last day of school for Secondary Students.
Fri	04 July	In-Service Training day. No school for Secondary Students.
Mon-Sun	07 July - 17 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.





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 & Admissions Officer j.iyoyo@aics.espritscholen.nl

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 Kleipool-Molhuysen v.kleipool@aics.espritscholen.nl

AICS External Confidentiality Person

(After contacting the AICS Confidentiality Person has been considered)

Adriana de Wagt Tel.: 020 5854820 a.dewagt@cb.espritscholen.nl

AICS Student Support Leader

Ms Fiona Howie-de Bruin f.debruin@aics.espritscholen.nl

AICS Careers Counsellor and Student Liaison Leader

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
Ms. Kleipool-Molhuysen	(Secondary)	v.kleipool@aics.espritscholen.nl
Ms. Hanna	(Secondary)	j.hanna@aics.espritscholen.nl
Mr Poeser	(Secondary)	f.poeser@aics.espritscholen.nl
Ms. Andia	(Primary)	y.andia@aics.espritscholen.nl
Ms. Coke	(Primary)	k.coke@aics.espritscholen.nl
Ms. Wyszynska	(Primary)	k.wyszynska@aics.espritscholen.nl
Ms. Vermue	(parent Secondary)	ria@riavermue.nl
Ms. Collinson	(parent Secondary)	collinsons@ziggo.nl





Mr. Haver (parent)	(parent Primary)	steohaver@gmail.com
Ms. Hunt	(parent Primary)	racyrach34@hotmail.com
Phallang Bereng	(student)	p.bereng@aics.espritscholen.nl
Alexandra Demmers	(student)	a.demmers@aics.espritscholen.nl

Management Team

Principal / rector	Mr. Kees van Ruitenbeek	k.vanruitenbeek@aics.espritscholen.nl
Headmaster / conrector	Mr. Boris Prickarts	b.prickarts@aics.espritscholen.nl

Leaders for Learning, Primary

Ms. Therese Ann Clemo	Primary Curriculums	t.clemo@aics.aics.espritscholen.nl
Ms. Lyndsay Gregory	Primary Curriculums	l.gregory@aics.espritscholen.nl

Leaders for Learning, Secondary

Mr. Andrew McManus	IB MYP	a.mcmanus@aics.espritscholen.nl
Ms. Beth Young	IBDP	b.young@aics.espritscholen.nl

Visiting address AICS

Prinses Irenestraat 59	Phone: 020 577 12 40	E-mail: info@aics.espritscholen.nl
1077 WV Amsterdam	Fax: 020 577 12 49	www.aics.espritscholen.nl

Esprit Board of Directors

Burgemeester Hogguestraat 2A • 1064 EB 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:

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