

**INTERACTIVE
SCHOOL GUIDE
2019 - 2020**



**AMSTERDAM
INTERNATIONAL
COMMUNITY
SCHOOL** PRIMARY & SECONDARY
INTERNATIONAL EDUCATION IN ENGLISH



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WELCOME TO THE AICS!

We are a school for students who are able and prepared to value and handle differences and diversity.

Our education aims to develop compassionate and wise human beings through knowledge and inquiry.

This school guide gives you a good idea about what it means to be educated at the AICS. This school year we will further professionalise our organisation, with a focus on improving education, organisation and communication. Our school development plan for 2019-2020 will ensure that we live up to the high expectations of our accredited member status of the Council of International Schools (CIS).

The school is growing to meet the demand for international education. Last school year we opened a third campus in Amsterdam South East. In order to keep on learning as well as growing, we need to keep the

balance: between growth and stability, between consolidation and innovation and between inclusion and attainment.

In line with the Education Manifesto of the Esprit Schools, we strive –in every decision we make– to ask ourselves what it means for the learning of our students. We aim to legitimise our decisions in such a way that our learning focus guides dialogue, with each other at school, and with our stakeholders.

We want to be held to account regarding our goals and aspirations as a learning organisation, and how we seek to make those aspirations a reality.

We look forward to meeting you at the AICS!



1 EDUCATION MANIFESTO OF THE ESPRIT SCHOOLS

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

- * excellent education
- * internationalisation
- * coordinating school and home environments
- * professional roles of employer and employee
- * educational leadership
- * accountability and integrity



Based on these cornerstones, we, the Esprit Governing Board, and the heads of the schools with ultimate responsibility, aim to provide inspiration to our schools. For this, our cornerstones must be translated into day-to-day education in close association with our students. We believe it is important to allow room for the development of individual qualities and the individual development of students and employees. Consequently, we aim to offer education at Esprit Schools that enables students to use the talents they have to achieve the best possible educational results. This Education Manifesto points the way, and is intended as the basis for the policy agenda of the various Esprit schools. In the context of 'good management' and the quality framework, School Heads render account of the results of their policy to the Esprit Governing Board. The Esprit Governing Board in turn renders account 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 changing circumstances.



2 THE PHILOSOPHY OF THE AICS

THE AICS PHILOSOPHY: COMMUNITY-BASED INTERNATIONAL LEARNING

We explain the philosophy behind the Esprit Education Manifesto, and our vision and mission as 'the education of the International Community, in the Dutch and International Community, by the Dutch and International Community'.

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



- * enable students and staff to achieve their full potential (talent development);
- * create an accessible, diverse, caring learning environment and show 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).

3 PROGRESS ON EDUCATIONAL QUALITY AT THE AICS

At the AICS, important values are fundamental to our work. They include diversity, integrity, inquiry and community. These values embody who we are and are the starting point for achieving our goals.

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

In 2018-2019 our focus has been on the further improvement and consolidation of all three components, in particular more focus on collaborative curriculum development, collaboration on curriculum and analysis of results across subject areas, vertical articulation and implementation of approaches to learning skills, improvement of the diversity and distribution of assessment tasks and psychometric testing to aid –DP– course selection). We have also been working on the development of professional learning communities to improve thinking skills, conceptual curriculum building, inquiry-based

learning, authentic learning experiences, language development and the understanding and differentiation of the IB programmes.



We use the 176 criteria of the Council of International Schools (CIS) as the most whole-school and process-oriented criteria to achieve this. The AICS continues to evaluate and strives to improve standards and practices as an ongoing process, led by the school's Quality Care Committee. An official Five Year Evaluation of all 176 standards across the whole school is planned for the 2020-2021 academic year.

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

MISSION 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.

LEARNING GENERALISATION

High Quality Learning incorporates the experiential synthesis of concepts, provoked by the pursuit of the unknown.



CONTEXT STATEMENT

- ❖ The AICS is a Dutch subsidised international school. This enables us to deliver high-quality education at competitive fees.
- ❖ The AICS is accountable for high standards to the Inspectorate of the Dutch Ministry of Education.
- ❖ The AICS benefits from the resources in the Esprit Scholengroep and is accountable to its Board of Governors.
- ❖ The AICS is part of the Esprit Scholengroep, a large group of many different schools in Amsterdam. Other member schools of Esprit are: Berlage Lyceum, DENISE, Cartesius Lyceum, 4de Gymnasium, Marcanti College, Mundus College, Amsterdam, Europa School, de Eilanden, de 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.

The Esprit schools facilitate students' possibilities to take part in international education and internationalising programmes.

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

The Europaschool also offers foreign language programmes (English, French and Spanish) which facilitate a possible transition to the international, bilingual (Dutch/English) TTO (Dutch/English bilingual) programme at the Berlage Lyceum.

Berlage students with a good command of the 'The Europaschool also offers foreign language programmes (English, French and Spanish) which ease possible transition to the TTO (Dutch/English bilingual) programme at the Berlage Lyceum.'

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

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



6 ONE SCHOOL THREE CAMPUSES

The AICS is one school with three campuses; Main, Satellite and South East. The curriculum and the approach to teaching and learning is the same at all three campuses. We maintain one school by ensuring that all staff, from all three campuses, work closely together.

THE MAIN CAMPUS

AICS Main now has approximately 1100 students, 600 in Primary and 500 in Secondary. In September 2020 we also hope to start the Careers-related programme, an alternative route to the Diploma Programme.

AICS Main is currently housed in an office building. In January 2019 the construction of a new, state-of-the-art, school building in A.J. Ernststraat will begin. We expect to move into the new school building in September 2022 at the latest. The optimistic scenario is September 2021.

THE SATELLITE CAMPUS

In August 2016 the AICS expanded by opening an additional campus called AICS Satellite. This campus will accommodate groups 1, 2, 3, 4, 5 and 6 in the 2019-2020 academic year. Each year these students will move up to the next



grade level. Every school year we will have places available for group 1. If current students leave, we will then have some places available in the other groups. Students who complete grade 7 at the Satellite are guaranteed a place in Secondary school at the South East campus. They are not guaranteed a place in Secondary school at the Main campus.

The AICS Satellite is situated opposite the Gelderlandplein shopping centre in Buitenveldert. This is a 5-10 minute cycle/drive from the AICS, and coming from Amsterdam city centre it is two or

three stops further on the metro and tram. Public transport: metro 51, tram 5 and bus 199.

This campus has the capacity to cater for a total of 220 students in groups 1-7. The AICS Satellite is a small intimate school with a big heart and looks forward to welcoming new families and educational professionals.

The facilities include bright, spacious classrooms with smartboards, two playgrounds and a library. Shared facilities include one of the playgrounds, a small gym, a full-sized gym and a theatre.

ONE SCHOOL THREE CAMPUSES

PARENT'S TESTIMONIAL OF TWO STUDENTS AT OUR AICS
SOUTH EAST LOCATION – GROUPS 5 & 7

'MY CHILDREN ENJOY GOING TO
SCHOOL EVERY DAY, THEY FEEL SAFE
AND ARE VERY HAPPY.
AT PICK-UP TIME, YOU CAN FEEL THE
POSITIVE ENERGY IN THE PLAYGROUND'

THE SOUTH EAST CAMPUS

At AICS South East we currently have around 200 students in both Primary and Secondary. We have two classes in Group 1, and one class in each subsequent year at Primary and Secondary up to MYP4. Our new building in Darlingstraat has the capacity for 500 students and so will be growing over the coming months and years.

TRANSFERRING BETWEEN CAMPUSES

Transferring between campuses during the Primary years or during the Middle Years Programme is not possible. Students start and remain at one campus throughout the Primary years and the Middle Years Programme.



'THE TEACHING STAFF ARE VERY GOOD AT NURTURING
AND DEVELOPING THE CHILDREN'S ACADEMIC SKILLS
AS WELL AS SOCIAL INTERACTION'

All of the information below applies to AICS Main, Satellite and South East, so to all three campuses.

The Primary School is organised in age-based year groups. Only in exceptional circumstances will students be placed in a different year group.

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 and not a 'curriculum' comparison:

AICS	USA & CANADA	ENGLAND/WALES
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



PRIMARY SCHOOL ORGANISATION

The Primary School is organised into three sections:

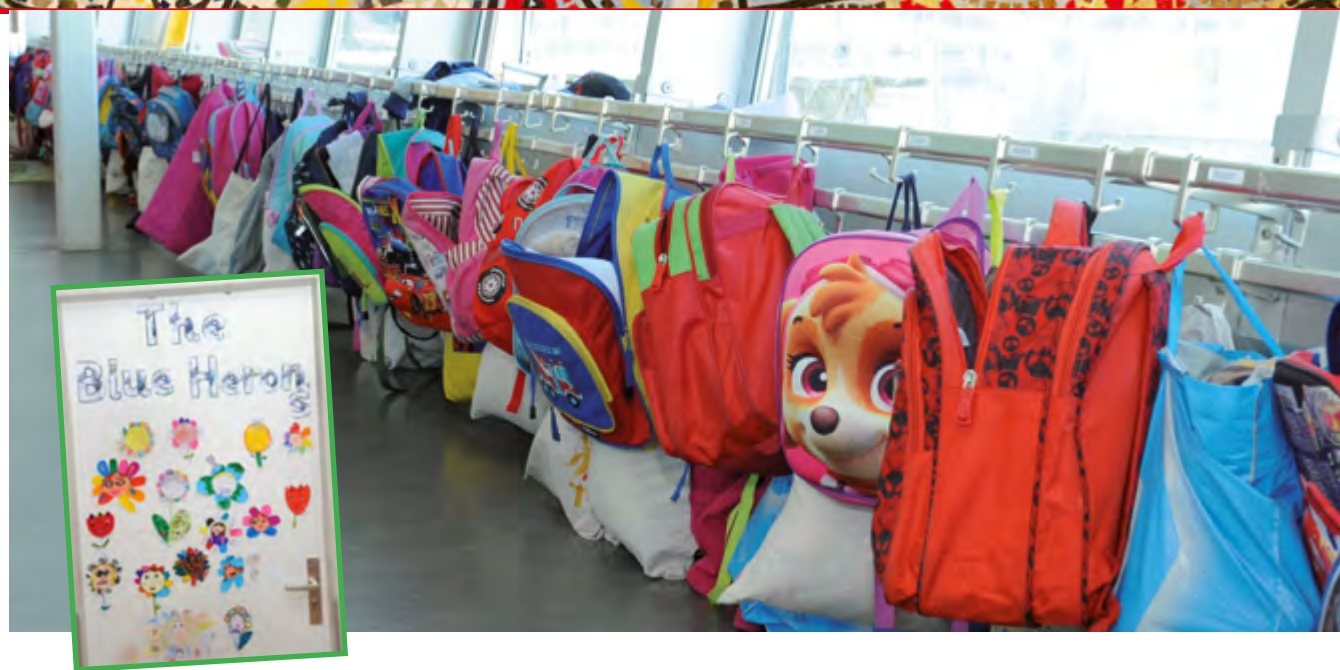
COMMUNITY A Groups 1, 2, 3

COMMUNITY B Groups 4 and 5

COMMUNITY C Groups 6 and 7

Additionally each Group follows a Dutch Ecological or Dutch Cultural Identifying Symbol. The purpose is to enable students to connect their classroom with a meaningful external community context. The students metaphorically identify their class community values and attributes with the symbol of their classroom:

GROUP 1	<i>Dutch Insects</i>
GROUP 2	<i>Dutch Sea</i>
GROUP 3	<i>Dutch Woodland</i>
GROUP 4	<i>Dutch Birds</i>
GROUP 5	<i>Dutch Fossils</i>
GROUP 6	<i>Dutch Constellations</i>
GROUP 7	<i>Dutch Coat of Arms</i>



All classes have a maximum of 22 students. In order to ensure an optimal learning environment for our students, the profile of class groups at the AICS is guided around the principles of mixed ability levels, social/emotional and learning diversity requirements, English language ability level and gender balance. In order to establish and/or maintain an optimal learning environment, these principles will be reviewed at the end of each academic year and our Teaching and Leadership Team will decide whether or not a class group will remain the same or be 'mixed'. Mixing of class groups follows a very careful and sensitive procedure as follows:

Mixing of class groups procedure

- * The teacher identifies the closest social and friendship group of each student
- * These students are placed together in a Social Pod (between 3 to 5 students)
- * The Social Pods are then shuffled
- * The new combination of Pods in a new class group is then profiled to ensure a balance of genders.

Each class has a designated primary school qualified teacher who is responsible for the individual year group. The year group teachers work collaboratively on planning the curriculum and this ensures that all students have access to the same key concepts and learning assessments. In addition to the class teacher, there are specialist teachers who deliver Dutch Language and Culture, English Language Acquisition (ELA), Dance and Physical Education (PE). All teachers are involved in assessing and reporting the progress of the individual students they teach.

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



Approaches to Learning

In addition to a robust academic curriculum that encourages creative and reflective thinking, we place a strong emphasis on children's emotional and social development at the AICS. Our Approaches to Learning programme encourages students to deepen their awareness of ten specific learning behaviours, reflecting on them as part of their daily and weekly classroom routines, and celebrating and acknowledging them in assemblies. These ten skills and dispositions (Thoughtfulness, Respect, Morality, Adaptability, Resilience, Cooperation, Communication, Reflective Thinking, Inquiry, and Knowledge) feed perfectly into the IBO Learner Profile, ensuring that by the time our children progress to MYP and DP, they have developed key attributes that will contribute to a more successful and meaningful educational career.

Mindfulness at the AICS

A growing number of classes in the Primary School carry out mindfulness activities as part of their daily or weekly routine. For many children, this is as simple as sitting in silence and observing the breath for a few minutes. It may also include reflections on students' emotional well-being, gentle physical stretches, and direct and mindful focus on movements and actions. We believe in equipping our students with tools that will enable them to calm themselves in stressful situations. It is our hope that through learning some very simple mindfulness activities at a young age, our children will be able to navigate the challenges of life with calmness and compassion.



Inquiry-based learning

Our programme is based on the principles of Inquiry-Based Learning. This programme follows an exciting thematic approach that integrates the key concepts identified in Mathematics, Languages, Science, and Art into meaningful contexts for delivery. We fuse Inquiry-Based Learning into exciting contextualised learning units, using the International Primary Curriculum as a starting framework where appropriate. Teachers are encouraged to create their own thematic units around the key concepts.

Core values of the IPC

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

The IPC is designed to help children:

- ❖ Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- ❖ Engage with their education 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 subject areas of: Art, Geography, History, Information and Communication Technology (ICT), Language Arts, Mathematics, Music, Physical Education and Science. At the AICS, our additional languages are Dutch and English Language Acquisition. International mindedness i.e. respect for others, is also an important element of the programme.

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

At the AICS the IPC unit is just one of many starting points for the curriculum planning. We take the programme a step further by infusing aspects of other international approaches such as our concept-based curriculum. This is where students' own questions and curiosity are used to drive the development of conceptual understanding alongside the skills development in the IPC.

Mathematics and Languages are critical elements of learning to learn in the Primary years, and so we also deliver these as individual subjects within the daily timetable.



HOME SCHOOL WORLD (HSW)

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

HSW Additional Projects and Investigations

Each year group team also provides an information pack with relevant home activities which your child can choose to engage with if they wish. Often these projects have a family aspect where together you may be solving an interesting inquiry question, creating a model, or researching in the local community. We find that these highly motivational projects are a form of play in their own right, and children love to engage with these forms of Home School World Investigations.

The most important aspect is that primary-aged children should be learning to enjoy education outside of school and not finding it a chore or a place of conflict. A family approach to learning leads to children who develop a positive relationship with education outside the classroom in the later secondary phase of their schooling.

The children follow a structured languages programme that includes key skills, contextualised phonics, shared reading, spelling development through decoding skills, visualisation and reading, vocabulary building, handwriting (Groups 3 & 4), guided reading, comprehension, grammar, and writing for different purposes. Language instruction is devised by the class teacher to meet each student at their individual level, supporting or challenging the students as needed.

LANGUAGES

AT AICS PRIMARY, WE STUDY TWO LANGUAGES: ENGLISH AND DUTCH (NETHERLANDS).

English

Our academic language of instruction is English and this is a requirement for the International Baccalaureate Diploma Programme that students between 16 and 18 years of age study at our school. Many of our International students are developing English as an additional language to their home or best language. It is very important that these students not only have a curriculum that develops their ability to communicate in English but also to conceptualise (think at a high level) in English.

Language research recognises that Primary students develop language in a cognitively different way to adults or teenage students. Primary students arriving at AICS with little or no English often become socially confident in spoken English in just six to twelve months. However, the ability to think conceptually in English takes up to seven years of focused study in Language and Literature.

Our Primary English Language Curriculum has been constructed around this understanding:

English Language Acquisition (ELA): Students with little or no English are called ELA Starters. We invite ELA Starters to join small pull-out sessions



with a specialist English teacher; in these lessons, the focus is on Basic Inter-Communication Skills* involving speaking, listening and phonics. This course lasts for one academic year and takes place during the three hours of Dutch Language lessons.

After one year the Starter students no longer need the specialist pull-out and are able to join the Dutch lessons; however, we continue to monitor their Cognitive Acquisition Language Development* in English by tracking their Reading Comprehension, Simple and Complex Inferencing and creative thinking development.

Inter-Lingualism:

We recognise that the most effective way to become literate and cognitive in a language is to build on the template of the Best Language or Home Language. As such, students new to English or Dutch will be encouraged to think and write first in their Best Language with English being translated and transcribed afterwards. This enables us to grasp the depth of thinking and feeling of the student in their writing. We also encourage parents to communicate at home in their own cultural language as well as to provide reading books in their cultural language. This is

especially effective when a student reads a school set text in his or her home language BEFORE the class text in English.

All of our Primary students, regardless of their stage of English development, experience English Language and Literature(ELL) development with their peers in their main classroom. Reading and Writing in English are taught through weekly workshops as well as being integral to all curriculum subjects.

In Reader’s Workshop, we choose not to follow only one reading programme (e.g. Oxford Reading Tree) because we believe reading to be much more complex and multifaceted than simply learning to read. Some children begin from a BIG PICTURE (abstract) perspective. They see whole words and whole sentences and seek the story first. Some children begin from the codes, letter sounds and diagraphs and build up into the words and sentences and the story gradually reveals itself (concrete). The majority of children use a combination of both strategies – moving between abstract to concrete and concrete to abstract. Therefore, our approach to reading reaches into every area of our curriculum through a variety of approaches. For instance, guided reading, reading for meaning, levelled reading, and reading for pleasure at school and at home.

In Writer’s Workshop, students will work through the writing process as they publish written pieces

in a variety of text types. All students will have the opportunity to write narratives, non-fiction and poetry over the course of the school year. During each writing unit, students will also be introduced to the six writing traits: ideas, word choice, organisation, sentence fluency, voice, and conventions.

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

We look forward to inspiring the inner author in all of our students!

Dual Language Opportunities:

Where possible, in Groups 3 to 7, we create differentiated opportunities for students to take their Language and Literature development further. Extended English Literature, Extended Dutch Literature, Literacy Support and ELA groups focus on an in-depth study of a Classic English or Dutch text.



DUTCH

There are two routes through the Dutch Language Programme, depending on the needs and requirements of the international child:

Dutch Language Acquisition and Culture (DLA)

This is a Dutch Language and Culture course taking up three hours a week.

The focus is on Speaking and Listening in Dutch.

Two levels: Beginners and Standard

The purpose of the course is to allow our children to integrate locally into their community whilst connecting globally with their neighbours. This is achieved through knowing how to communicate confidently in the Dutch language and experiential knowledge of the traditions of the Netherlands. For example, the Lantern Festival of Sint Maarten is compared and contrasted with international festivals such as Diwali, which also take place at the same time of year.

Dutch Language and Literacy Development (DLL)

This is a course taking up three hours a week.

The focus is on Reading, Writing, Speaking and Listening in Dutch. The purpose is to gain fluency in their best or home language. Two/three Levels: Beginners/Standard, Fluent.



This programme is designed for children who have Dutch passports or a Dutch family background.

Students are selected for this route based on their Netherlands profile AND their competence in the English Language (minimum Stanine Level 5 in the PTE Standardised testing is required).

Dutch Language Curriculum

Dutch lessons are provided by a First Language or bilingual Teacher. Units of Inquiry are collaboratively planned by the Dutch team and are connected to the classroom programmes. In groups 3 to 7. The Dutch Primary Curriculum incorporates discussions on current affairs and cultural enrichment, as well as Dutch history and geography. The fluent students in groups 6 & 7 also participate in the Dutch Traffic Examination and safety qualification. Groups 1 & 2 participate in

theme and play-based learning of the Dutch language, for example, using the characters of Kikker. Additionally, our Primary School organises school-wide cultural events such as Sint Maarten, King's Day and Sinterklaas, which are annual highlights at the AICS. Physical and Health Education (PHE) is delivered in the Dutch language wherever appropriate; this enables students to access their local Dutch sports communities.

The progression of achievement of each Dutch student is communicated to the parents/guardians at each reporting period. A student's Dutch language level is indicated on student report cards. Unless they are taking part in the ELA Starter Programme, all students in Groups 3 to 7 follow the Dutch Language and Culture lessons or the Dutch Language and Literacy lessons.



MATHEMATICS

The mathematical skills and concepts programme is organized around four dimensions:

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

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

The Numicon Project is a collaborative endeavour to facilitate children's understanding and conceptual modelling of maths. It is a quality first teaching approach designed to give children the understanding of number ideas and number relationships that are essential for success in

maths. In Numicon a series of structured patterns – Numicon shapes – are used to represent numbers, as part of a progressive teaching programme.

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

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

We recognise the importance of helping every child experience success in Mathematics. By using



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



SCIENCE

A fully-equipped science inquiry laboratory and the use in some areas of Foss Science Kits support the hands-on exploration of key science concepts in the Primary Groups 0-7. These are used to complement the implementation of IPC learning goals. Since 2013 the Primary School has had its own Inquiry Laboratory where Primary students can carry out science experiments.

Developed at the Lawrence Hall of Science, University of California at Berkeley, FOSS is an ongoing 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 our understanding of how youngsters think and learn. The best way for students to appreciate 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.



Information and communication technology (ICT)

In order to enhance the research-based work of the Units of Inquiry, we fully integrate ICT in the learning process so that students see the intrinsic value of technology. With the aid of Smart boards (interactive whiteboards), and a vast variety of computer learning programmes, the students will be exposed to the most recent technology in Primary education. Every classroom has computers and a smart board (an interactive whiteboard). Laptop trolleys are available for groups 4, 5, 6, 7 which are used for publishing, research and data analysis.

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

Specialist lessons

Specialist classes consist of English Language Acquisition, Dutch Language Acquisition, Dutch Language and Culture, Physical & Health Education (PHE), and the Performing Arts. These classes are given 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.



PERFORMING ARTS

At the AICS we base our Performing Arts curriculum on a conceptual dance education approach that combines imagination and expression with developmentally-appropriate movement. Students explore their own creativity whilst increasing their movement skills and technical vocabulary. We create opportunities to link dance with the concepts and content of their classroom environment. Children learn to explore and express their emotions through movement, whilst developing a deeper understanding of their own bodies and of the ways to interpret different steps and dance moves. This connects to language and knowledge development, as children describe and analyse their practice.

Our conceptual dance programme challenges and inspires children to explore, inquire, and solve problems. We challenge stereotypes and help children to develop their self-esteem and confidence through our holistic and child focused approach.

PHYSICAL & HEALTH EDUCATION

Physical & Health Education classes are provided for all age groups.

Students in Groups 3 - 6 will walk from the AICS to the P.E. facility via stint, each group accompanied by a supervisor. As students will be riding in a 'stint' to the P.E. facility it is important that they are properly dressed for the weather (if it's raining, please ensure your child is wearing wellington boots and a raincoat - no umbrellas as these are safety hazards when walking in a line). Group 7 students will walk to the P.E. facility also accompanied by a supervisor. Groups 1-2 have P.E. at a gym facility inside the school building..

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

Groups 3-7 are required to have the following gym kit in order to be allowed to participate in PHE 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 PHE day will result in an unexcused absence of participation. If your child needs to be excused from PHE lessons due to special circumstances (e.g. medical reasons or physical injury) please provide your child with a doctor's note. We also ask parents to email their class teacher, giving consent to remove any religiously-related jewellery from their child before PHE, with a brief description of the significance of this type of jewellery. If we have not received consent to remove the jewellery, the

child will need to sit out the lesson for safety reasons.

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

In Physical & Health Education, children learn about healthy lifestyles and performing a range of movement activities through the IPC learning goals by being taught about developing physical competence and confidence, developing creativity and imagination, a range of activities, a range of skills, physical development, healthy lifestyles, teamwork and communication. The knowledge, skills and understanding which children gain through their study of physical education can be regarded in terms of skills, planning, performance, evaluation, fitness and health. Students will have the opportunity to participate in gymnastics, ball games, athletics and dance.



THE MAGIC ROUNDABOUT

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

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

The programme begins in Group 1 and develops into the rotating carousel of activities throughout the whole Primary School.

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

AMSTERDAM CITY COUNCIL SPECIAL PROGRAMMES

Swimming

Group 5 students will participate in a swimming programme provided by Amsterdam City Council. The 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 the 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 transport will be provided. Supervisors or class 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
- * Swimsuit
- * Towel

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

Students who have already obtained at least an A diploma from 'ZWEM-ABC' will be able to participate in the first 18 lessons of the swimming programme in order to practise for the next diploma. Students who have not yet received a 'ZWEM-ABC' diploma will have 36 lessons to practise 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

During the winter months, Group 5, 6 and 7 students will have the opportunity to participate in a four-week ice skating programme, along with other Dutch schools. These take place at the Jaap Eden Sports Centre. Private bus transport is provided to and from the skating rink, and students are accompanied by their class teacher.

Music at the AICS

The AICS Primary School participates in a number of MOCCA (music/drama/arts/singing) programmes that are offered by Amsterdam City Council. For these programmes, specialist teachers join our classes and teach our students, along with our teachers, how to explore the arts in school. This includes singing programmes, music and rhythm lessons, and guitar lessons (Group 7 only).



Nature Programmes

Groups 1-7 take part in a number of outdoor education activities such as Schooltuin (School Gardens) in Group 6 and 7, field trips to farm, excursions to the Amsterdamse Bos, and other activities for bug and plant walks. Students also take regular guided walks around the local neighbourhood to observe changes in nature such as the crocuses in bloom, autumn leaves, and bird life by the canal. We have also begun to introduce trips and activities with a local Forest School provider.





TRANSITION

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

NEW, PROMOTED AND LEAVING STUDENTS 2018-2019

Promoted	99%
Joined the AICS	29%
Left the AICS	16%

THE SCHOOL DAY

AICS MAIN / AICS SATELLITE

We ask all children and parents/guardians to wait in the playground until it is time to enter the school. Parents/guardians, please say goodbye to your children at the bottom of the school stairs. Please remember that if you choose to arrive early, you must ensure your children are dressed for the weather.

GROUP 1

Arrival/school opens 08:25
Registration / lessons / Start 08:40

(15 minutes) Story time and snack

Morning break
Play time
30 minutes (play time)

Lessons

Lunch Break
30 minutes (lunch time)
30 minutes (play time)
30 minutes (rest - Group 1 only)

End of day 15:15
Wednesday finish at 12:00 (half day)

GROUP 2-7

Arrival/school opens 08:15
Registration / lessons / Start 08:25

(15 minutes) Story time and snack

Morning break
Play time
30 minutes (play time)

Lessons

Lunch Break
30 minutes (lunch time)
30 minutes (play time)

End of day 15:15
Wednesday finish at 12:00 (half day)

AICS SOUTH EAST

We ask all children and parents/guardians to wait in the playground until it is time to enter the school. Parents/guardians, please say goodbye to your children at the entrance of the school. Please remember that if you choose to arrive early, you must ensure your children are dressed for the weather.

The gate that gives access for cars to the AICS SE entrance will be opened at 08.35. Students can be dropped off at the main entrance (kiss & ride point) and will go directly to their classroom. Due to safety reasons (children playing outside) the gate will be closed at 08.45. During the school day, cars are not permitted on the campus. (there is enough parking space in the vicinity of the school).

GROUP 1-7

Arrival/school opens 08:35
Registration / lessons / Start 08:45

(15 minutes) Story time and snack

Morning break
Play time
30 minutes (play time)

Lessons

Lunch Break
30 minutes (lunch time)
30 minutes (play time)
30 minutes (rest - Group 1 only)

End of day 15:30
Wednesday finish at 12:30 (half day)

ABSENCES, LATE ARRIVALS, AND AFTER-SCHOOL PICK-UP

Absences

Please email info@aics.espritscholen and your child's teacher by 09:00 if you know that your child will be absent. Please provide the appropriate information so that our records can be properly updated and the teacher can be informed.

Late Arrivals

Students arriving later than the start times (see page 26) must report to the Caretaker, located at the entrance of the school. Students will be given a late slip to take to their class teacher and be asked to sign in at reception. This confirms that the student in question has been entered as 'present' in the school's database. This is an important safety measure so that we know who is in the building at all times. In these instances the students will enter through the reception doors on their own to walk to their classrooms. With younger students needing assistance, the caretakers or Head of School present for morning duty will accompany the student to their classroom.



Parents/guardians are responsible for the arrival of their children at the correct time. You will be contacted if your child consistently arrives late. The Administrator will send a letter to the parent for an invitation to meet with the Head of School. Late

arrivals will be recorded and reported to the School Truancy Officer. If students are not in school, and we have not heard from the parents/guardians by 09:00 we shall need to contact them to ensure the student's safety.

THE PRIMARY SCHOOL DAY



After-school pick-up

At the end of the school day, Group 1-7 students can be collected from their classrooms. The school doors will open at the end of day (for Main and Satellite at 15:15, for South East at 15:30) and parents are free to walk to their child's classroom to collect them.

Please note that Wednesday is a half day (at Main and Satellite lessons end at 12:00, at South East lessons end at 12:30).

Students in Groups 1-6 must be collected by a parent or guardian from the classroom.

It is important that all children are collected from school on time.

Please keep in mind that our teachers often have scheduled planning and meeting times after school. If you would like to meet with your child's teacher please contact them for an appointment.



CAMPUS MAIN ONLY

In collaboration with Partou the AICS provides additional supervision for 15 minutes after the scheduled pick-up time. This is a provision for exceptional circumstances. If children are consistently picked up late from the Partou supervision team, parents will be charged a fee to cover the costs.

THE PRIMARY SCHOOL DAY

In regard to afternoon pick-up, we would like to make the following requests:

.....

- * Students in Group 4-7 who are picking up their younger sibling(s) must wait in the classroom of their sibling until parent/guardian pick-up.
 - * Parents need to ensure that if their child has permission to go home alone (Group 7 only), this has been discussed with the class teacher and Head of School in order to be permitted.
 - * Only students in Group 7 can be given permission by their parents to come to the reception to wait for parent/guardian pick-up. Students in Group 7 can also be given permission to go straight home. Either of these possibilities needs to be discussed with the parent, student, class teacher and Head of School in order to be permitted. We strongly recommend that permission to leave school independently begins in February/March. These students must leave the school premises at 15:15 and go straight home.
 - * If children are to be collected for a play-date, etc. by another student's parent/guardian after school, the class teacher and school office (info@aics.espritscholen.nl) need to be notified via email. Students will not be sent home with the parent or guardian of another student unless the class teacher has been notified.
-

We are making these requests in order to ensure that all of our students are supervised at all times during our afternoon exit routine.



CAMPUS MAIN ONLY

Only students in Group 7 can be given permission by their parents to come to the reception to wait for parent/guardian pick-up. Students in Group 7 can also be given permission to go straight home. Either of these possibilities needs to be discussed with the parent, student, class teacher and Head of School in order to be permitted.



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, art, guitar, and many more. You will be informed of these activities via the AICS Newsletter. Parents will be billed for the after-school activities in which their children participate.

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

Snack and lunch

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

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

If a child forgets their lunch, the school will contact parents and ask for the lunch to be brought in. Please note we do not provide food for children.

Snack Time is part of Educational Learning Time and teachers are expected to use it in a productive way such as reading the children a class story or listening to special music; older children may continue to work whilst they eat their snack.

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

Healthy eating

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

Our two programmes, the Middle Years Programme (MYP) and the Diploma Programme (DP) in the Secondary School are authorised by the International Baccalaureate Organisation (IBO). 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.

IB MYP (International Baccalaureate Middle Years Programme)

The 2019-2020 academic year will be the fifth year that the concept-driven curriculum, which encourages teaching and learning for understanding, will have an external e-Assessment in MYP 5. All classes in MYP have a maximum of 22 students.

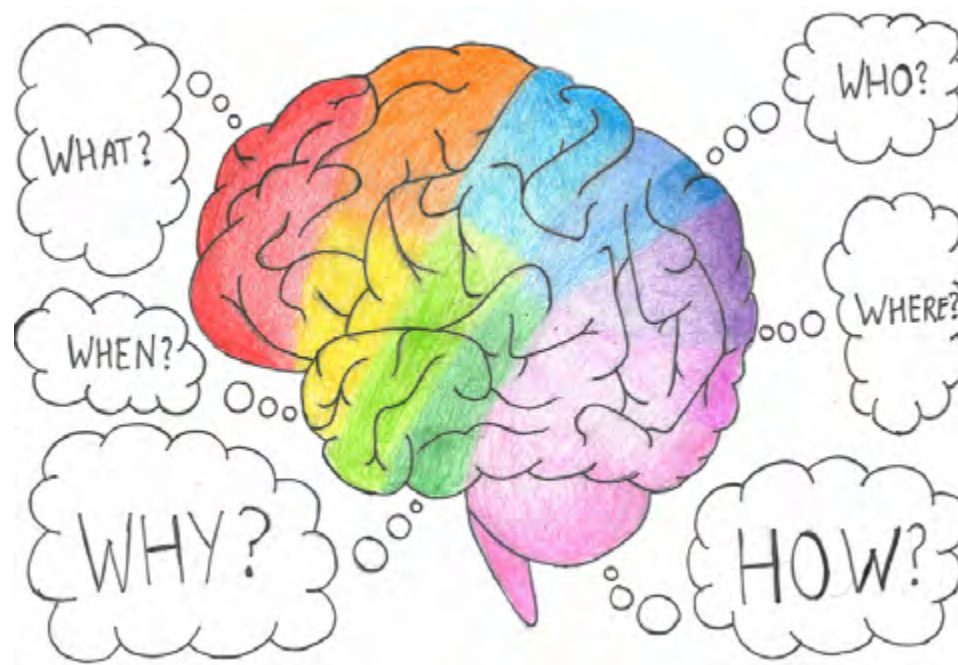


THE EIGHT SUBJECT GROUPS

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

MYP TEACHERS DEVELOP THE CURRICULUM WITH APPROPRIATE ATTENTION TO:

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



E-ASSESSMENT

AICS offers the externally assessed IB Middle Years Programme e-Assessment. The e-Assessment is a combination of several onscreen examinations (two-hour examinations on the school computers), e-Portfolios (samples of student coursework), the Personal Project and Service that evaluate the MYP 5 students' conceptual understanding. e-Assessment focuses on synthesising information, evaluating findings and applying them to real-world situations. It also prepares MYP 5 students for the rigorous demands of future studies such as the IB Diploma Programme (DP). e-Assessment involves all the AICS MYP 5 students and it will take place between February and May 2020. A certificate will be awarded to MYP 5 students who successfully meet the e-Assessment requirements. e-Assessment is a compulsory part of the programme and involves an additional fee.

THE MYP CERTIFICATE

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

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



Conditions for the Award of the MYP certificate

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

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

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

SERVICE LEARNING

SERVICE in the MYP
What is it?

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



STUDY (HOME LEARNING) CENTRE 'AIM HIGHER'

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

- * students can work on their assignments supervised by (subject) teachers
- * students need to sign in and sign out (by supervisor in charge)
- * students who missed deadlines should be encouraged to go to 'Aim Higher' and complete the work
- * in certain cases the Head of School can decide to make a student's attendance mandatory for a period of time if this is in the best interest of the student. In this case, parents/guardians are informed.

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

SUBJECT AREAS	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
LANGUAGE AND LITERATURE	TOTAL: 8	TOTAL: 8	TOTAL: 8	TOTAL: 8	TOTAL: 8
DUTCH	4	4	4	4	4
ENGLISH	4	4	4	4	4
LANGUAGE ACQUISITION	TOTAL: 0	TOTAL: 3	TOTAL: 3	TOTAL: 3	TOTAL: 3
GERMAN (MYP 2 – 4)	0	3	3	3	3
SPANISH (MYP 2-5)	0	3	3	3	3
FRENCH (MYP 2-5)	0	3	3	3	3
<i>MYP 2-5 CHOICE OF ONE LANGUAGE ACQUISITION</i>					
MATHEMATICS	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4
MATHEMATICS	4	4	4	4	4
ARTS AND DESIGN	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 6	TOTAL: 9
MUSIC	4 (TERM 2)	4 (TERM 3)	4 (TERM 1)	2	3
DRAMA	4 (TERM 1)	4 (TERM 2)	4 (TERM 3)	2	3
DESIGN	2	2	2	2	3
VISUAL ARTS	4 (TERM 3)	4 (TERM 1)	4 (TERM 2)	2	3
<i>MYP 4 AND 5 CAN CHOOSE DIGITAL DESIGN WITH VISUAL ARTS OR DRAMA, OR MUSIC WITH VISUAL ARTS OR DRAMA</i>					
SCIENCES	TOTAL: 3	TOTAL: 3	TOTAL: 6	TOTAL: 6	TOTAL: 6
INTEGRATED SCIENCE	3	3	0	0	0
PHYSICS	0	0	2	2	2
CHEMISTRY	0	0	2	2	2
BIOLOGY	0	0	2	2	2
PHYSICAL AND HEALTH EDUCATION	TOTAL: 4	TOTAL: 4	TOTAL: 2	TOTAL: 2	TOTAL: 2
PHYSICAL AND HEALTH EDUCATION	4	4	2*	2*	2*
<i>*TWO TERMS WITH 2 PERIODS PER WEEK AND ONE TERM WITH 4 PERIODS PER WEEK</i>					
INDIVIDUALS AND SOCIETIES	TOTAL: 4	TOTAL:	4 TOTAL:	4 TOTAL: 4	TOTAL: 4
HISTORY	2	2	2	2	2
GEOGRAPHY	2	2	2	2	2
MENTOR HOUR	2	1	1	1	2

MYP PERSONAL PROJECT

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

IBDP (INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME)

In their 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 IB Diploma, offering entrance into universities and institutions of further education worldwide.

THE IBDP FOR DUTCH STUDENTS LIVING PERMANENTLY IN THE NETHERLANDS

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

IB DIPLOMA PROGRAMME SUBJECT CHOICE OVERVIEW

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

In addition to their six subjects, all IB Diploma Programme students will attend lessons in Theory



of Knowledge. Furthermore, they must write an Extended Essay and fulfil the requirements of the Creativity, Activity and Service (CAS) programme.

SUBJECT

Group 1:

Studies in Language and Literature

Group 2:

Language Acquisition
(B = language acquisition)

Group 3:

Individuals and Societies

Group 4:

Experimental Sciences

Group 5:

Mathematics and Computer Science

Group 6:

The Arts

GROUP SUBJECT

English Literature HL/SL
English Language and Literature HL/SL
Dutch Language and Literature HL/SL
School-Supported Self-Taught Literature (SL only)

English B HL/SL
Dutch B HL/SL
French B HL/SL
German B HL/SL
German Ab Initio (SL only)
Spanish B HL/SL
Spanish Ab Initio (SL only)
OR AN EXTRA GROUP 1 LANGUAGE

Geography HL/SL
History HL/SL
Economics HL/SL
Business Management HL/SL

Biology HL/SL
Physics HL/SL
Chemistry HL/SL
Environmental Systems & Societies (SL only)

Applications and Interpretations HL/SL
Analysis and Approaches HL/SL

Visual Arts HL/SL
Music HL/SL
OR ANY CHOICE FROM GROUPS 1, 2, 3 and 4



**'WE SUPPORT EACH OTHER
IN OUR STUDIES AND SHARE
OUR TALENTS AND SKILLS'**

(AICS STUDENT)

Please note that students must study a language at the appropriate level of challenge. For further information on language choices please refer to our Language Policy. Subject allocations are subject to availability.

PROMOTION POLICY

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

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



PROMOTIONAL CRITERIA MYP 1-5

GUIDELINES

The promotion requirements for MYP 1 - 5 students are

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

MYP 5 ACHIEVEMENT REQUIREMENTS FOR DP SUBJECTS

- > A DP subject at the Standard Level (SL) can only be taken if the final grade in MYP 5 for this subject is 4 or higher.
- > A DP subject at the Higher Level (HL) can only be taken if the final grade in MYP 5 for this subject is 5 or higher.
- > In order to take DP Spanish B, French B or Dutch B a student should have reached Phase 3 or higher at the end of MYP5.
- > In order to take DP Physics, Chemistry or Biology at either SL or HL, students must have achieved:
 - Criterion A: level 6 out of 8
 - Criterion B: level 5 out of 8
 - Criterion C: level 5 out of 8
- > In order to take DP Environmental Systems and Societies the only requirement is a promotional report.
- > The specific criteria requirements for Mathematics for the DP are currently being reviewed.
- > MYP5 History and Geography end-of-year grades will determine whether students are eligible for the DP Economics or Business & Management course. An average grade of 4 or higher is required for SL and an average grade of 5 or higher for HL. The recommendations of Individuals and Societies teachers are also taken into consideration.
- > For students who achieved either only one level or one grade below the requirements set above, the teachers will re-examine the individual cases.
- > The Mathematics requirements for students wishing to study Physics HL are currently being reviewed.

PROMOTION CRITERIA FOR THE 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 the chosen subjects the average mark must be 4. Students must have a minimum of 12 points for their Higher Level subjects and a minimum of 9 points for their Standard Level subjects. A grade 1 for a Higher or Standard Level subject is a failing condition, as is more than one grade two. For the seven subjects the student may not score more than three grades 3, or more than two grades 2.

If the overall result suffers from just one failing condition in a chosen subject, the student will be allowed to re-sit the exam. The student can indicate if he/she has a preference for the subject of re-test, but this must be one subject for which a failing grade was achieved. The teachers will decide during the Report Meeting in which subject the student is allowed to re-sit the exam. Re-sits are taken two days after the report meeting.

At the end of the academic year, the student must have met the necessary CAS requirements. For the Extended Essay, the students should have met the necessary deadlines and show sufficient progress. 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 PRELIMINARY EXAMS IN DP2

Preliminary Exams in March are an opportunity for students to experience the final DP Examinations in as realistic a setting as possible. We aim to identify students who are not ready for the DP examinations at the end of DP1. In exceptional cases where teachers have serious doubts about the student's ability to obtain the IB Diploma after the Preliminary 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 awarding the Diploma (at the end of DP2) All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

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



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

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

NEW, PROMOTED AND LEAVING STUDENTS 2018-2019

Promoted	97%
Joined the AICS	18%
Left the AICS	15%
Pass rate DP2	84%

DestinAICSions

(universities where our students are now studying or have previously studied)

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

THE NETHERLANDS

Amsterdam University College
Hoge School voor de Kunsten Utrecht
Gerrit Rietveld Academy
Hotel School, The Hague
Katholieke Universiteit Leuven
Maastricht University
Erasmus University
University of Amsterdam
The Hague University of Applied Sciences
TU Delft Faculty of Architecture
TU Delft Faculty of Aero Space Engineering
Vrije Universiteit Amsterdam
Leiden University School of Law

UNITED STATES OF AMERICA

Parsons the New School for Design
Florida International University
Houghton College New York
University of Massachusetts Amherst
University of Miami
University of Virginia School of Architecture
University of Iowa
Evangel University
Rutgers University

UNITED KINGDOM

Glasgow University
University of Edinburgh
University of Glasgow
Imperial College London
London School of Economics and Political Science
Queen Mary University of London



University for Creative Arts, Epsom
University of Manchester
University of Essex

CANADA

University of Toronto
University of Calgary
Liberal Arts University of Calgary

OTHER

Moscow State Linguistic University, United Federation of Russia
Open University
Université de Paris, France
University of Pretoria, South Africa
Hitotsubashi University in Tokyo, Japan
University of Barcelona (Masters in Artificial Intelligence)
École Hôtelière Lausanne
Gonzaga University

10 THE SECONDARY SCHOOL DAY



MAIN CAMPUS

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

MYP3 - DP2*		
START	FINISH	DESCRIPTION
08:30	09:15	1st Period
09:15	10:00	2nd Period
10:00	10:15	Morning Break
10:15	11:00	3rd Period
11:00	11:45	4th Period
11:45	12:30	5th Period
12:30	13:15	Lunch Break = 6th Period or 7th period
13:15	14:00	7th Period
14:00	14:45	8th Period
14:45	15:00	Afternoon Break
15:00	15:45	9th Period
	15:45	10th Period
	16:30	End of Day

SOUTH EAST CAMPUS

MYP 1 - 4		
START	FINISH	DESCRIPTION
08:45	09:15	1st Period
<i>(Mentor Meeting: Mon, Tues, Wed, Fri)</i>		
09:15	10:00	2nd Period
10:00	10:15	Morning Break
10:15	11:00	3rd Period
11:00	11:45	4th Period
11:45	12:30	Lunch Break 5th Period
12:30	13:15	6th Period
13:15	14:00	7th Period
14:00	14:45	8th Period
14:45	15:00	Afternoon Break
15:00	15:45	9th Period
	15:45	10th Period
	16:30	End of Day
<i>(end times may vary depending on timetable)</i>		

DP timetables differ according to subject choice. Lessons for MYP 1 on Wednesdays end no later than 14:45. All lessons on Thursdays start at 11:00, however, students may be required to start at 10.15.

*Please note that normal lessons on Thursdays start at 11.00, however, there is a 'Various Hour' that starts at 10.15. This is a meeting time for teachers and students for PP, EE, Service, CAS and personal mentoring. We will strive to announce notifications about the 'Various Hour' at least one week in advance via Magister. Detentions, catching up on assignments, SST appointments and special events will be scheduled from 8:30 to 10:00.

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

THE SECONDARY SCHOOL DAY

In 2019-2020

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

THE USE OF PORTABLE ICT DEVICES

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

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

We have no restrictions on brands of software but require the essential tools: word processing, spreadsheet and presentation software. AICS is a



Google Apps for Education School which brings a suite of tools to each student account which includes these basics.

LEAVING CAMPUS DURING SCHOOL HOURS

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

SNACK AND LUNCH

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



LATE ARRIVALS AND SICK LEAVE

Student absences

The AICS closely monitors student attendance on a daily basis; this includes being late for class. The school is legally obliged to report absences to Bureau Leerplicht (Truancy office) of the municipality where the student is registered. Parents/guardians are responsible for informing the school by email before 8.30 a.m. in case of illness: info@aics.espritscholen.nl

Expected lates/absences

In case of expected lates/absences (doctor's/dentist appointments) parents/guardians are responsible for informing the school in advance: info@aics.espritscholen.nl.

Unexpected circumstances

If a student is late or absent due to unexpected circumstances, the school must be informed as soon as possible. The Head of School will decide if the reason provided by the parents is valid.

Late for class and Bureau Halt

If a student has been late four times within four school weeks, a warning letter will be sent out to the student and parents/guardians. If the student continues to arrive late for class the school will report the lates to the Truancy office. The school may ask the Truancy officer (Leerplichtambtenaar)

to mediate between the school, student and parents. The Truancy officer will then invite parents and student for a meeting. The Truancy office will report students with more than twelve lates in four school weeks to Bureau Halt. Halt is a Dutch organisation with a national network of offices which aims to prevent and combat juvenile crime. Bureau Halt offers a special programme for school absences. For more information on Truancy and Bureau Halt:

www.amsterdam.nl/onderwijs-jeugd/leerplicht/leerplicht-verzuim/
www.halt.nl/halt-straft/

Information about the Behaviour Policy and detentions can be found in the Student Handbook.

Whole school guidelines concerning Leave of Absence can be found further on in this School Guide. If a student is ill for a day or more, the school takes no further action, unless the absence forms part of a pattern, in which case further information may be requested. If the student has an unexplained absence, a disciplinary measure is taken. If a student is late without a valid reason (to be approved by the Head of School) the student has to come in for an Early Morning Check-In. Information about the Behaviour Policy and detentions can be found in the Student Handbook.

ATTENDANCE

Parents can view their child's attendance online via [Magister](#).





EXTRA-CURRICULAR CLUBS AND ACTIVITIES

It is important to note that we encourage AICS students to participate in community sports and activities as much as possible. Our extracurricular selection is limited to activities not necessarily to be found in the local community. Activities at AICS include (MUN) Model United Nations, Science & Business Clubs, SPAICS, participation in the organization of TEDxYouth@AICS and involvement in the production of the School Yearbook, Student Council and Student Peer Coaching. Participation in these activities may incur additional costs.

11 ASSESSMENT, REPORTING AND PARENT-TEACHER MEETINGS

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

PRIMARY SCHOOL REPORTS

The school year is divided into three terms of:

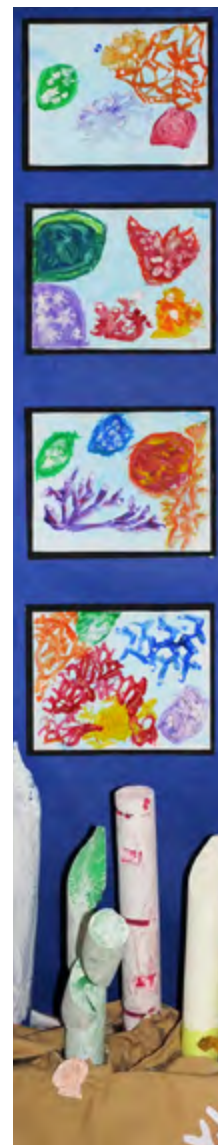
- TERM 1 Autumn
- TERM 2 Winter
- TERM 3 Spring

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

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

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

- 1 There are three progress reports: one in Term 1, one in Term 2, and one in Term 3.
- 2 Towards the end of Term 1 and Term 2, a Parent-Teacher Conference takes place. This is a formal meeting where teachers and parents discuss progress and learning goals.
- 3 In Term 3, 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 Mathematics and Languages.

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

SECONDARY SCHOOL REPORTS

- 1 There are three Progress Reports: one for each term. They will be released as follows:

Term 1	Report in December:	MYP and DP
Term 2	Report in March:	MYP and DP
Term 3	Report in June:	MYP and DP1

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



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. We carry out Cognitive Abilities Tests (CAT4) at the start of MYP1 and MYP4 and we endeavour to ensure that our approach is not stressful for the students and that they have a positive experience of testing. The tests measure the four main types of ability that are known to make a difference to

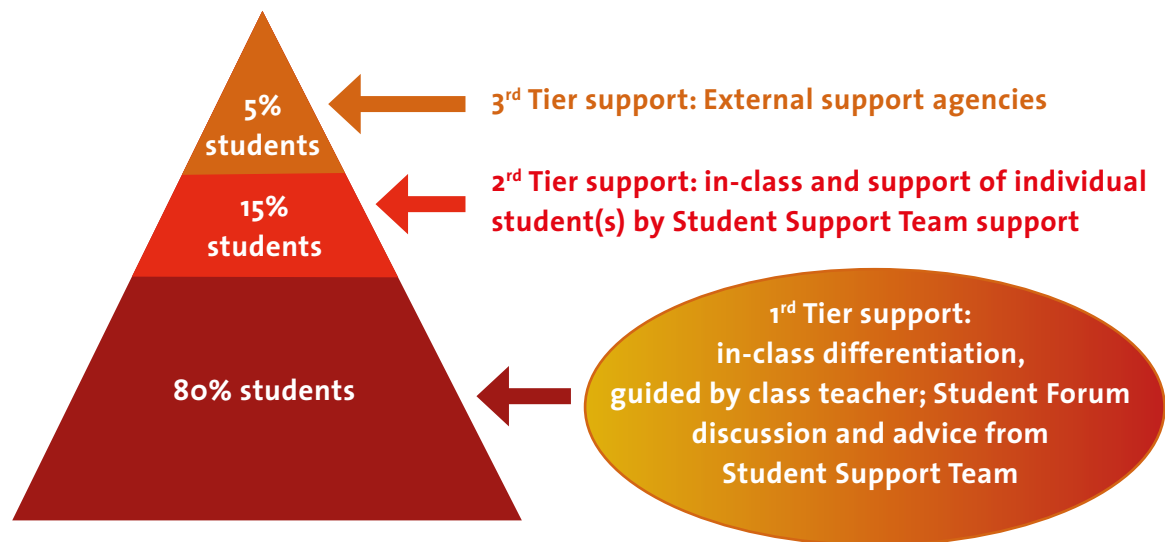
learning and achievement: verbal, non-verbal, quantitative and spatial ability. CAT4 provides an independent perspective on potential pupil achievement, with reliable information for each child that will help identify where to provide extra support or set more challenging targets.

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

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

THE STUDENT SUPPORT TEAM

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



Student Support Pyramid: THE FIRST TIER

Within the first tier of support the Primary School Teacher, Primary Class Assistants, and the Secondary School mentors and teachers are always the first point of reference. All teachers are responsible for the well-being of the specific students under their care. Within this tier, teachers provide in-class

differentiation and accommodation in order to best meet the needs of their students. Discussion through Student Forum and advice from our Student Support Team are also used in this tier. Support within this tier should accommodate the needs of approximately 80% of our student population.

STUDENT FORUM

Throughout the school year the teachers engage in a discussion called Student Forum. At this meeting teachers share observations, questions and strategies on the academic, social and emotional development of their class as a community. In addition to discussing the well-being of a class as a whole, observations, questions and strategies are shared in relation to the academic, social and emotional development of individual students.

In Secondary School, the Careers Counsellors are responsible for guiding and advising students about their subject choices, possible career pathways and university and college applications.

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



Student Support Pyramid: THE SECOND TIER

Within the second tier of support, students who have been identified through the student forum as requiring extra support are referred to the Student Support Team. It is through this process that students with more specialised needs are supported. The support they receive is in a combination of co-taught and small group support. We believe it is important that students, parents and teachers work closely together to design the form that the support will take. Support within this tier should accommodate the needs of approximately 15% of our student population.

Student Support Pyramid: THE THIRD TIER

Our third tier of support is a programme through which students with more specialised needs receive support from care organizations external to the school. These students have been referred to the Student Support Team. A Learning Diversity Specialist from within the school is responsible for monitoring, communicating and coordinating their care. Support within this tier should accommodate the needs of approximately 5% of our student population.

The AICS Student Support Team consists of:

- * Primary and Secondary Head of School
- * Primary and Secondary Student Support Coordinator
- * Learning Diversity Specialists (LDS)
Careers Counsellor
- * Learning Support Assistants (LSA)
- * AICS Administration Team Member

Our Student Support Team is a whole school team which means that all team members work with students of all ages in the school.



External specialists

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

- * Parent-Child Advisor Primary
- * Parent-Child Advisor Secondary
- * Speech and Language Therapists
- * Occupational Therapist
- * School Nurse
- * School Doctor
- * School Attendance Officer

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

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

The AICS' inclusive approach to learning means that we can accept students of average to above-average ability, with English as an additional language and Learning Diversity needs.

We strive to ensure an optimal learning environment for our students. The profile of class groups at the AICS is guided around the principles of learner variability, social, emotional and special educational requirements, English language ability level and gender balance.



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

INTRODUCTION

The Code of Conduct for AICS students, Staff and Parents/Guardians is a tool 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 a tool we use 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 a diary, which we use to record our assignments and plan 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 we try to be positive and encouraging towards ourselves and others at all times. AICS recognises the importance of online social media networks as a communication tool. We ask that students get permission from all third parties before posting on social media, in accordance with European Privacy Laws and AICS/Esprit policies.

4 RESPONSIBILITY

We have 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 the school in advance and ask our teacher what assignments we will miss. It is up to us to make sure we hand in the work to our teacher on an agreed date. Taking responsibility means that we can never refer to someone else's behaviour to justify our own actions. We are expected to be on the school premises for the scheduled on-site activities, where all rules of normal conduct and behaviour apply.

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

CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

STAFF

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

CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

PARENTS/GUARDIANS

COMMUNICATION

- 1 If we have a concern or complaint, we first discuss the matter with our child's teacher. If the matter is not resolved, we discuss it with the Mentor first (Secondary School), then the Head of School. If, after seeing the Head of School, we are still not satisfied, we refer to the Deputy Director or the Director. 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 passed to the school's Confidential Counsellor or the Esprit Executive Board (for contact details, see under Contact Us). It is inappropriate to co-copy other parents into emails to the class teacher that voice concerns or complaints.
- 2 We notify the school immediately about any changes of address or telephone numbers. This is a crucial aspect of our duty of care for your child.
- 3 We inform the school office staff in writing about any medical issues or other special needs that our child may have.



COURTESY

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

ATTENDANCE

- 1 We are responsible for our child's attendance at school. If our child is ill, we will contact the School Office by 09:00 on the first day of absence (info@aics.espritscholen.nl), and then keep the school informed -on a daily basis- of our child's condition, as well as providing medical documentation on request. We inform the school in advance of any medical or other appointments which cannot be scheduled outside of school hours. Holidays taken during the school term need specific permission from the Dutch Education Authorities as well as the Headmaster (see Leave of Absence).
- 2 We ensure that our child is at school 10 minutes in advance of the first lesson. Lateness interrupts learning, makes classroom organisation difficult, and is discourteous to the teacher and other students.

CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

The AICS closely monitors prolonged or frequent student absence due to illness.

The school is legally obliged to report cases of concern to the appropriate external agencies e.g. the Bureau Leerplichtplus (Truancy Office) of the municipality where the student is registered.

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

DEFINITION

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

AICS PROTOCOL

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

- 5 Parents will be informed if the school does report the student to the truancy officer. The truancy officer will then take the appropriate action in consultation with the other medical/care consultants.

NOTE

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

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

14 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 from the School Office and on the school website, and should be submitted for approval 6 to 8 weeks in advance of the proposed absence. Approval for absences will be considered for medical reasons, moving house, attending a funeral, wedding or religious occasion, or if the student must return to their home due to the serious illness of relatives. (Please refer to Rules for Leave of Absence on the reverse of the Absence Request form which can be obtained 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 authorised 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 approval, without which leave cannot be granted.

There are times when parent/guardians wish to take their children out of school for long-term absences. The reasons for this request may vary. The following guidelines should be followed.

1 Reasons that will be considered for this request

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

2 Duration of absences

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

3 Financial Implications/ Requirements

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

fees for the requested long-term absence of 3 months.

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



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 monthly update of AICS activities and information via the AICS newsletter and via our website. Emails will be sent home when specific, important information needs to be communicated immediately.

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

THE MELTING POT (Parents supporting the AICS)

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

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

PARTICIPATION COUNCIL (PC)

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

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 in the Netherlands or a Dutch national either returning from or planning to relocate abroad and are interested in enrolling your child at the AICS, you are welcome to apply.

Please complete the Registration of Interest form via Open Apply to begin the admissions procedure. The link to Open Apply can be found on our website. Once we have received the Registration of Interest form, we will check if you meet our entry criteria and if we have any spaces available. We will send you this update via an Open Apply message, along with a link to the application form. You can use this link if you wish to proceed further to secure a place or to go onto our waiting list.

Before you can submit the application form, you will be directed to a credit card payment link for the € 200 non-refundable registration fee. Only when this fee has been paid will we process your application form and officially add you to the AICS waiting list, or offer you a place (subject to availability).

Although we have three campuses, you only need to complete one application form. You can make your campus choices via this online application form. When you submit the application form, please provide the following documents. Scanned copies are acceptable:

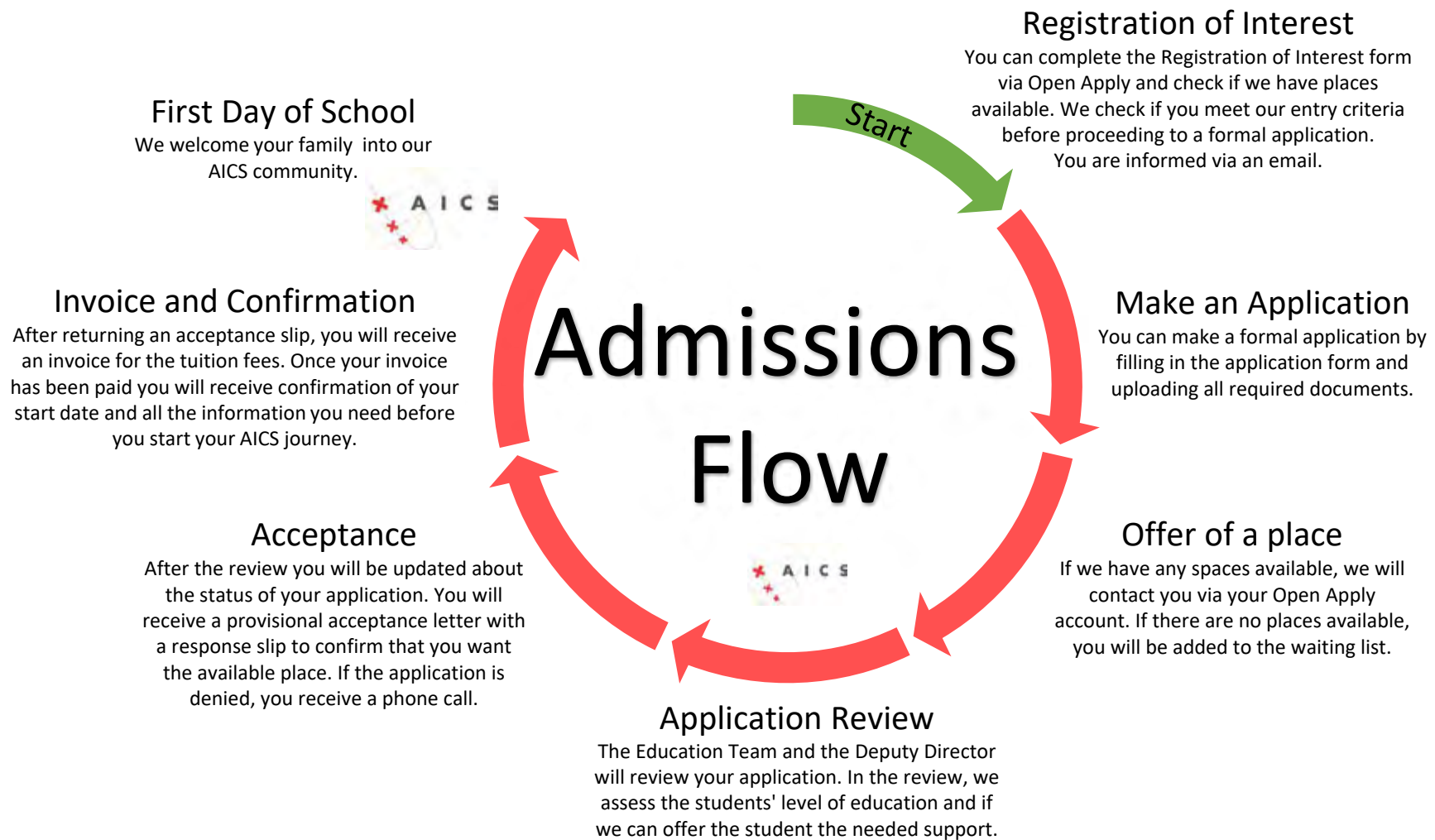
- copy of parent's/guardian's and child's passport
- the last 2 years of school reports (in English)
- digital photograph of your child
- a 'Historisch Gezinsuitreksel' document (you can obtain this from your local Gemeentehuis (Town Hall) after you have officially registered with them. If you are still abroad, this document can be given to us later.
- for children with a Dutch passport, we also need proof of temporary residence (via an Employer's declaration or contract).

You will be contacted via email and an Open Apply message if a place becomes available. Please note that an Intake Interview is required for certain grade levels, but may be waived if the school records are conclusive enough. For Secondary School Diploma Programme students, we will email a Maths and English test to the current school to be taken under exam conditions. We will take this into consideration along with the school reports, to help us make the final decision.

For children entering Group 1, the intake is in the form of a play morning or afternoon. This play session provides children the opportunity to interact with their peers and the Group 1 teaching team in a new learning environment. It is through this play session that children are introduced to some of our daily routines and expectations in order to prepare for them for their first day. Through this play session our team can see if a child would benefit from any additional support in order to best prepare them for their start in Group 1.

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

If, after a period of no less than six weeks in school, we feel that we cannot meet the academic, social, emotional, behavioural or physical needs of your child, (according to the government guidelines) we reserve the right to negotiate a transfer 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.



SCHOOL FEES

The AICS is officially recognised by the Dutch Ministry of Education, which contributes funds to the school. School fees are set annually in accordance with Dutch International Primary and Secondary School Guidelines. Tuition fees are needed to fulfil the educational duties of the AICS. They are used for

keeping the class sizes small, hiring staff internationally, the provision of a modern, caring and supportive learning environment, membership of international organisations and accreditation services.

To process your application, a non-refundable Registration Fee of €200

per student will be charged. Once you have been accepted at the AICS, you will be charged the Tuition Fees, Costs and a Deposit of € 500.

The school fees are set annually for the following academic year, taking into account, amongst other considerations, indexation and

inflation. In addition, the school reserves the right to further adjust the school fees in order to accommodate changes in state funding, along with any increases in external examination fees.

ANNUAL SCHOOL FEES 2019/2020 FOR NEW STUDENTS STARTING IN SEPTEMBER 2019

SCHOOL GROUP	PRIMARY GROUP 1-5	PRIMARY GROUP 6	PRIMARY GROUP 7	SECONDARY MYP1-MYP4	SECONDARY MYP5	DP1	DP2
TUITION FEES	€4.825,00	€4.825,00	€4.825,00	€5.725,00	€5.725,00	€6.725,00	€6.725,00
DEPOSIT	€500,00	€500,00	€500,00	€500,00	€500,00	€500,00	€500,00
EXCURSION FEES	€120,00	€370,00	€300,00	€550,00	€550,00	€750,00	€550,00
LUNCH SUPERVISION	€320,00	€320,00	€320,00	€-	€-	€-	€-
YEAR PHOTO	€20,00	€20,00	€20,00	€20,00	€20,00	€20,00	€20,00
YEAR BOOK	€15,00	€15,00	€15,00	€15,00	€15,00	€15,00	€15,00
EXAMINATION FEES	€-	€-	€-	€-	€450,00	€-	€850,00
TOTAL	€5.800,00	€6.050,00	€5.980,00	€6.810,00	€7.260,00	€8.010,00	€8.660,00

ADDITIONAL INFORMATION

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



DEPOSIT FEE

The deposit fee of €500 will be refunded when the following conditions are met: all School fees have been paid, all library books have been returned, no damage has been caused by a Student and withdrawal has been submitted within the correct notice period. Please see the 'Withdrawals & Refunds' section for more information.

COSTS - EXCURSION FEES

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

COSTS - LUNCH SUPERVISION

Students are supervised by class teachers and classroom assistants during morning break. A lunchtime supervision team will supervise the Primary students while they eat their lunch.

NEW STUDENTS – PAYMENT STRUCTURE FOR 2019 – 2020:

PAYMENT STRUCTURE FOR NEW STUDENTS STARTING IN SEPTEMBER 2019

GROUP	FULL AMOUNT	1ST INSTALMENT	2ND INSTALMENT
Primary Group 1-5	€5.800,00	€3.388,00	€2.412,00
Primary Group 6	€6.050,00	€3.638,00	€2.412,00
Primary Group 7	€5.980,00	€3.568,00	€2.412,00
Secondary MYP1 - MYP4	€6.810,00	€3.948,00	€2.862,00
Secondary MYP5	€7.260,00	€4.398,00	€2.862,00
DP1	€8.010,00	€4.648,00	€3.362,00
DP2	€8.660,00	€5.298,00	€3.362,00

In two instalments:

- >> First instalment within 14 days from date of invoice
- >> Second instalment by 31 October 2019

- >> Full payment of the invoice within 14 days from date of invoice.
- >> No instalments options are offered with effect from October 2019.

PAYMENT STRUCTURE FOR NEW STUDENTS STARTING IN OCTOBER 2019 OR LATER:

PAYMENT STRUCTURE AS PER THE STARTING MONTH - SCHOOL YEAR 2019/2020

STARTING MONTH	%	Primary Grp 1-5	Primary Grp 6	Primary Grp 7	Secondary MYP1-MYP4	Secondary MYP5	Secondary DP1	Secondary DP2	Payment Options
September	100%	€ 5.800,00	€ 6.050,00	€ 5.980,00	€ 6.810,00	€ 7.260,00	€ 8.010,00	€ 8.660,00	In 2 Instalments
October	90%	€ 5.273,50	€ 5.498,50	€ 5.435,50	€ 5.937,50	€ 6.387,50	€ 6.837,50	€ 7.487,50	FULL AMOUNT
November	80%	€ 4.747,00	€ 4.947,00	€ 4.891,00	€ 5.340,00	€ 5.790,00	€ 6.140,00	€ 6.810,00	FULL AMOUNT
December	70%	€ 4.220,50	€ 4.395,50	€ 4.346,50	€ 4.742,50	€ 5.192,50	€ 5.442,50	€ 6.132,50	FULL AMOUNT
January	60%	€ 3.694,00	€ 3.844,00	€ 3.802,00	€ 4.145,00	€ 4.595,00	€ 4.745,00	€ 5.455,00	FULL AMOUNT
February	50%	€ 3.167,50	€ 3.292,50	€ 3.257,50	€ 3.547,50	€ 3.997,50	€ 4.047,50	€ 4.777,50	FULL AMOUNT
March	40%	€ 2.641,00	€ 2.741,00	€ 2.713,00	€ 2.950,00	€ 3.400,00	€ 3.350,00	€ 4.100,00	FULL AMOUNT
April	30%	€ 2.114,50	€ 2.114,50	€ 2.114,50	€ 2.352,50	€ 2.802,50	€ 2.652,50	€ 3.422,50	FULL AMOUNT
May	20%	€ 1.588,00	€ 1.588,00	€ 1.588,00	€ 1.755,00	€ 1.755,00	€ 1.955,00	€ 1.895,00	FULL AMOUNT
June	10%	€ 1.046,50	€ 1.046,50	€ 1.046,50	€ 1.142,50	€ 1.142,50	€ 1.242,50	€ 1.202,50	FULL AMOUNT
July	10%	€ 1.046,50	€ 1.046,50	€ 1.046,50	€ 1.142,50	€ 1.142,50	€ 1.242,50	€ 1.202,50	FULL AMOUNT

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

EXISTING STUDENTS – BREAKDOWN OF THE FEES FOR 2019/2020

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1	DP2
Tuition Fees	€4.825,00	€4.825,00	€4.825,00	€5.725,00	€5.725,00	€6.725,00	€6.725,00
Excursion Fees	€120,00	€370,00	€300,00	€550,00	€550,00	€750,00	€550,00
Lunch Supervision	€320,00	€320,00	€320,00	€-	€-	€-	€-
Year Photo	€20,00	€20,00	€20,00	€20,00	€20,00	€20,00	€20,00
Year Book	€15,00	€15,00	€15,00	€15,00	€15,00	€15,00	€15,00
Examination Fees	€-	€-	€-	€-	€450,00	€-	€850,00
TOTAL	€5.300,00	€5.550,00	€5.480,00	€6.310,00	€6.760,00	€7.510,00	€8.160,00

PAYMENT STRUCTURE FOR EXISTING STUDENTS RETURNING IN SEPTEMBER 2019:

Payment of the invoice by the 1st of July 2019

In two Instalments:

- >> First Instalment by 1 July 2019
- >> Second Instalment by 31 October 2019

Group	Full Amount	1st Instalment	2nd Instalment
Primary Group 1-5	€5.300,00	€2.888,00	€2.412,00
Primary Group 6	€5.550,00	€3.138,00	€2.412,00
Primary Group 7	€5.480,00	€3.068,00	€2.412,00
Secondary MYP1 - MYP4	€6.310,00	€3.448,00	€2.862,00
Secondary MYP5	€6.760,00	€3.898,00	€2.862,00
DP1	€7.510,00	€4.148,00	€3.362,00
DP2	€8.160,00	€4.798,00	€3.362,00

OTHER FEES

LATE PICK-UPS

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

PAYMENT TERMS & CONDITIONS

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

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

It is for this reason that if 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 not permitted to continue 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 (Tweetalig Onderwijs stroom, TTO) provided at the Berlage Lyceum for secondary students, or to the Foreign Language educational stream (Vreemde Talen Onderwijs stroom, VTO) provided by the Europaschool for primary students. AICS cannot guarantee a place will be available in these schools.

1 - PAYMENT TERMS & CONDITIONS FOR NEW STUDENTS

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

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

2 - PAYMENT TERMS & CONDITIONS FOR EXISTING STUDENTS

The first instalment must be paid by 1 July and the second instalment must be paid by 31 October. Failure to pay may result in handing the account

over to an official debt collector. All costs incurred by the debt collector and legal proceedings will be charged in full to the parent/guardian.

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

WITHDRAWALS & REFUNDS

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

THE NOTICE PERIODS ARE:

- 60 days' written notice via a completed withdrawal form if you are withdrawing your child any time between August and mid-April.
- 90 days' written notice via a completed withdrawal form if you are withdrawing your child at the end of the school year, i.e. the withdrawal form must be handed in by mid-April at the latest.

THE DEPOSIT WILL ONLY BE REFUNDED WHEN:

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

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 (Town Hall). Alternatively, if you are unable to provide a Bewijs van Uitschrijving, we require a letter from the student's next school (on paper with the school letterhead) indicating that the student is enrolled.

It is also the responsibility of the parent/guardian to fill in the official withdrawal form as fully as

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

Exit during Month	% for Refunded Fees	Primary	Secondary	DP1	DP2
September	50%	€ 2.632,50	€ 3.137,50	€ 3.737,50	€ 3.637,50
October	50%	€ 2.632,50	€ 2.987,50	€ 3.487,50	€ 3.387,50
November	50%	€ 2.632,50	€ 2.987,50	€ 3.487,50	€ 3.387,50
December	40%	€ 2.106,00	€ 2.390,00	€ 2.790,00	€ 2.710,00
January	30%	€ 1.579,50	€ 1.792,50	€ 2.092,50	€ 2.032,50
February	20%	€ 1.053,00	€ 1.195,00	€ 1.395,00	€ 1.355,00
March	10%	€ 526,50	€ 597,50	€ 697,50	€ 677,50
April	0%	€ -	€ -	€ -	€ -
May	0%	€ -	€ -	€ -	€ -
June	0%	€ -	€ -	€ -	€ -
July	0%	€ -	€ -	€ -	€ -

possible, and to provide adequate and correct bank details. If these details are not provided, no refund will be forthcoming. Withdrawal forms are available from the School Office. Please note that it takes approximately 4 to 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.

18 SCHEDULE OF EVENTS AND HOLIDAYS



**PLEASE CHECK OUR WEBSITE !
FOR THE MOST UPDATED SCHEDULE OF EVENTS AND HOLIDAYS**



Click here for >>



Click here for >>



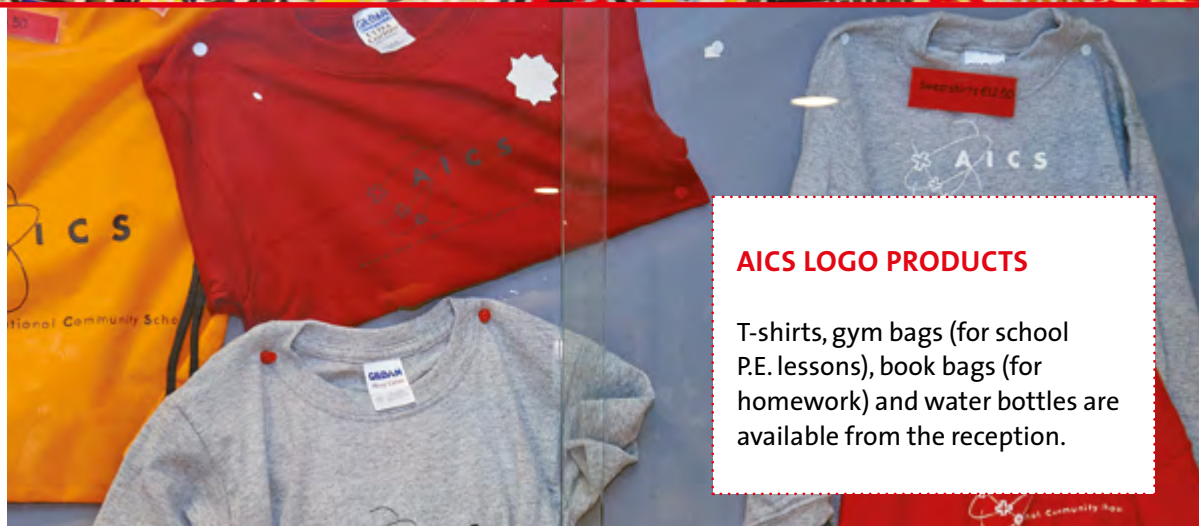
19 STUDENT SCHOOL SUPPLIES LIST

All PRIMARY GROUPS 1-7

The school will provide all basic school materials. Parents/guardians should ensure that their 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 travelling 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.



AICS LOGO PRODUCTS

T-shirts, gym bags (for school P.E. lessons), book bags (for homework) and water bottles are available from the reception.

All SECONDARY SCHOOL STUDENTS

Parents/guardians must ensure that their child has the following items:

- * A4 size file (Ring-binder) with A4 size paper and Exercise Books or dividers for the different subjects.
- * Pencil case
- * Pens
- * Pencils
- * Pencil sharpener
- * Eraser
- * Coloured pencils
- * Highlighter
- * Glue stick
- * Scissors
- * Pair of compasses
- * Protractor
- * USB memory stick
- * Graphic display calculator TI-Nspire (MYP 4, MYP5, DP1 - 2)
- * Gym bag marked with child's name
- * MYP and DP students will be required to bring their own mobile device each day. This device must be a working and up-to-date laptop or netbook with at least a 10-inch screen, Wi-Fi internet connection, current security software and a charging adapter.

MANAGEMENT TEAM

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Deputy director | Mr. Boris Prickarts
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Laura Murphy
Andrey Shelestov

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Bozena Kopczynska

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Jefferson Yeh
Aanya Trehan

Support staff

Maria Duarte
Dameshk Wijesinha (Secretary)

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Rahme Ibrahim
Simon Elgood
Danielle Turner

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STICHTING ONDERWIJSGESCHILLEN

(External Education Complaints Committee)

The External Education Complaints Committee can advise to resolve issues in three ways:

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

FOR MORE INFORMATION: LKC MEDIATION DESK

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

For the Esprit complaints procedure please visit: www.espritscholen.nl



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