

# Admissions Policy 2022



Learning is at the **heart** of everything we do!

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## General

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

The AICS is a member of the group of Dutch International Primary and Secondary Schools (DIPS and DISS). The DIPS and DISS cater to 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 Dutch government authorities contribute to the costs of these international schools, each of which must be closely connected to a national standard Dutch school board. Special regulations apply for students with a Dutch nationality only (please see below).

All applications are processed in order of receipt following payment of the non-refundable registration fee. Children will be placed as soon as possible, once the application procedure is complete and when space becomes available. For some classes at some locations there may be a waiting pool.

If a limited number of places are available, the following students will have priority in the given order:

1. Siblings of current students
2. Children of new and existing staff at the school
3. Children that are returning to the school within 2 years

If you have been offered a place and had an intake appointment or accepted a place but decide to withdraw or defer your application, you will need to pay the registration fee again to go back onto the waiting list. If you have been offered a place and decline immediately without proceeding further with the admission process, you may decline once without having to pay the registration fee again.

We may contact the current or previous school for information on your child's academic progress. If you are currently at another Dutch (International) Primary or Secondary School, the school will be contacted.

## Eligibility of students with Dutch Nationality only

The Dutch government has a number of criteria applying to students with only a Dutch nationality:

Students with a Dutch nationality only, can apply to the AICS if they are either returning from or planning to relocate abroad within 2 years. This will need to be supported by school reports from a school abroad for 2 of the last 3 years for returning families. For those planning to relocate we will need a letter from the employer of one of the parents to support this.

The Diploma Programme and the Careers Related Programme is open to all Dutch students with the necessary educational requirements.

## General Application Procedures

The admissions procedure runs through Open Apply. Please visit the Admissions section of the website. Open Apply is the online platform the school uses in order to process applications, allowing 24-hour access. The first step in the procedure is submitting an Enquiry.

The AICS is one school with three campuses. The application procedure for all campuses is the same. You will be able to select options regarding campus choices when completing the Enquiry, the first step in the admissions process.

In order to apply, please follow the procedure in Open Apply. Applications will be processed in order of receipt, though we cannot guarantee placement.

The allocation of spaces for a new school year will start from April of the previous school year.

## Confidentiality

The school is required to give the following information to the Dutch Government:

- Name and address
- Date of Birth
- Nationality

## General Data Protection Regulation

In accordance with the European Data Protection Regulation, the school only collects data that is directly relevant to the needs of the student. Parents and students (16+) may opt in or out of the use of their photos/videos for official school purposes.

## Enrolment process

### Allocation Criteria

The profile of class groups at the AICS is organised around the principles of mixed ability levels, social/emotional and special educational requirements, English language ability level and gender balance. These principles will be reviewed at the end of each academic year and our Teaching and Leadership Teams will decide on whether or not a class group will remain the same or classes be 'mixed'.

Students may enroll at any time during the school year for all Primary School year levels.

Students are placed primarily by age. The prior educational path is given consideration if the grade levels do not align. The final grade placement is determined by the Head of Campus.

Our cut off date for group placement is 1 October, apart from Group 1 which is the end of term 1.

To enter Group 1	a student should be four by	the end of Term 1
To enter Group 2	a student should be five by	1 October of that school year
To enter Group 3	a student should be six by	1 October of that school year
To enter Group 4	a student should be seven by	1 October of that school year
To enter Group 5	a student should be eight by	1 October of that school year
To enter Group 6	a student should be nine by	1 October of that school year
To enter Group 7	a student should be ten by	1 October of that school year

The school may request additional in-house assessment/testing and/or class observation for some students to ascertain the individual needs of a student in order that the appropriate support can be offered. In addition, the parent/guardian may be asked to complete further assessment with outside specialists.

### Group 1 to 3

As part of the intake procedure, all children in Groups 1, 2 and 3 are invited to school for a play session. It is during this session that a child is given the opportunity to play with peers, meet and engage with teachers, and is introduced to the classroom routines and school community.

### Group 4 to 7

As part of the intake procedure, all children in Groups 4 to 7 are invited to school for an intake interview. The school will place a child in Groups 4 to 7 based on previous school reports. During this session a prospective student will meet with a Head of Campus as an introduction to the school community. A non-verbal reasoning assessment will be completed by each prospective student.

### Secondary School

At the AICS, in line with its philosophy, each student is guided to achieve to the best of their ability. The AICS takes account of both achievement grades and approaches to learning. Students successfully complete a year of study by meeting the requirements of the IB Middle Years Programme and IB Diploma Programme Assessment Criteria as stated in our School Guide. In addition to the academic requirements, all students must demonstrate commitment to the Service as Action and Creativity Activity Service Programmes and complete the Personal Project in MYP 5.

In some cases a secondary student may be invited for an intake interview.

### Middle Years Programme

Students may enroll at any time of the school year for all Middle Years Programme year levels, subject to availability. Students will be placed based on their school reports indicating that they are able to follow the IB Middle Years curriculum. Previous school records may affect options for subject choices and the options for the MYP certificate. Please see the Admissions Procedure in our school guide for more details.

We strive to be inclusive in the Middle Years Programme; however, students must be able to access the Middle Years Programme curriculum. We are unable to modify learning outcomes.



In addition to the focus on the academic subjects, we also expect students to actively develop their approaches to learning skills and the Learner Profiles attributes throughout the course of study.

### **Diploma Programme and Career-related Programme**

The Diploma Programme and Career-related Programme are rigorous academic programmes requiring academic ability combined with commitment and resilience to succeed. As a Dutch International School, students may not enroll opting for courses only – all students must enroll for the full Diploma or Career-related Programme. Support and teaching staff endeavor to guide students to succeed in the Programme. The development of Approaches to Learning skills (including self-management, thinking skills, study skills) are crucial to success in both the Diploma Programme and the Career-related Programme.

### **Diploma Programme – First Year**

For the first year of the Diploma Programme, we strongly recommend students start as close to the beginning of the school year as possible. Late starts for the Diploma Programme, after 1 October, will be assessed on an individual basis. If accepted, students need to take responsibility for catching up with work they have missed in their classes, the Creativity Activity and Service requirements as well as the Extended Essay. In some cases, repeating the first year of the Diploma Programme may be necessary. All applications after 1 October will indicate this possibility when a space is offered.

Acceptance into the Diploma Programme is dependent on academic achievement proven from past school reports. Students in possession of a Dutch HAVO diploma, a passing report from 4 VWO to 5 VWO, a comprehensive (I)GCSE package with good results are examples of proven academic achievement. Each application, irrespective of the country of origin, will be considered individually. For students coming from the fifth year of the Middle Years Programme the same criteria apply as they would for students from the AICS (please refer to the School Guide for details).

The school may advise to reconsider following the programme if students do not have Mathematics in their package. In addition, all students need to be fluent in spoken and written academic English. Students with Dutch nationality only, are required to must take Dutch as a Group 1 Language (at native/near native level)

While students are expected to submit subject choices as part of the application procedure, the school may set limitations to this package depending on previous school reports and placement tests as well as the availability of places in the subject.

For Diploma Programme and Careers Related Programme -Related Programme students, a Math and English test will be emailed to the current school to be taken under exam conditions. This will be taken into consideration along with the school reports, to determine the correct level.

### **Diploma Programme – Second Year**

As a rule we see the Diploma Programme as a two-year course and do not automatically place new students in the second year and may only take place in exceptional cases and if the student has met the requirements for promotion to the second year of the Diploma Programme. In addition, the school, students and parents need to be able to facilitate a smooth transition. DP 1 documents (internal assessments, extended essays etc.) that require transfer to AICS for IB submission (including the previous school authenticity statements) need to be indicated. It is the responsibility of the student to organize the transfer of their CAS work into Managebac when they start at the AICS. We cannot accommodate subjects not offered at AICS. All requests must be discussed with the Diploma Programme Coordinator.

### **Career-related Programme – First Year**

For the first year of the Career-related Programme, we strongly advise that students start as close to the beginning of the school year as possible. Late starts for the Career-related Programme, after 1 October, will be assessed on an individual basis. If accepted, students need to take responsibility for catching up with work they have missed in their classes, the Personal and Professions skills, Reflective Project, Service Learning and language development components. Completing assessments related to the BTEC part of the programme will need to be reviewed per case. In some cases, repeating the first year of the Career-related Programme or part of the year, may be necessary. All applications after 1 October will indicate this possibility when offering the space.

Acceptance into the Career-related Programme is dependent on academic achievement proven from past school reports. Each application, irrespective of the country of origin, will be considered individually. For students coming from the fifth year of the Middle Years Programme students are expected to have a promotional report (please see the School Guide for additional information).

The Career-related Programme includes the Pearson BTEC International level 3 Diploma in Business, 3 Diploma Programme subjects including English, Maths and either Geography or Environmental Systems and Societies.

As a rule students can not join the Careers Related Programme in the second year of the 2 year programme.



## **Transition**

In order to facilitate a smooth transition into the school, we may request additional information from parents, from previous schools and/or other professionals. A school change form is sent to the current school of all students who are transferring from Dutch education.

## **Language Requirements**

The language of instruction at the school is English. Students admitted to the school are not required to be fluent in English. The school supports the development of the English language throughout all year levels.

In addition, all our students are required to study Dutch at an appropriate developmental level in the Primary Years Programme and Middle Years Programme.

## **Primary Years Programme**

Students entering the Primary Years Programme 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 sessions 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.

## **Middle Years Programme**

Students entering the Middle Years Programme in the Secondary School with a very limited understanding of English will be enrolled in the English Language Immersion Programme until the teacher determines that the student can access the curriculum (please refer to our Language Policy). Students with English as a second language will be enrolled in Language Acquisition classes until attaining phase 5 or 6 (near native level), at which point the student will transfer to Language and Literature. Students with English as their best language will be enrolled in English Language and Literature.

## **Diploma Programme**

In the Diploma Programme, students who may be fluent in English but with limited proficiency will be expected to attend English B Language Acquisition classes if possible. Students must be fluent in English in order to access the curriculum.

## **Middle Years Programme year 5, Career-related Programme & Diploma Programme**

While the school endeavors to provide English language support, proficiency in English may affect the academic achievement of the student, in some cases especially in MYP 5, CP 1 and DP1 may result in the student having to repeat the academic year. The recommended level of English for the Career-related programme according to the Common European Framework of Reference is B2 (upper intermediate level of English).

### **Promotion Criteria**

Following our principles of having age based classes we work on the premise that all our students can complete each academic year successfully. There are exceptions to this. Parents and/or guardians with students needing to repeat an academic year will be informed in a timely manner. For Secondary students we have promotion criteria in order to ensure that students can meet the academic requirements. These are updated periodically – please refer to the School Guide on our website for the most updated version.

### **Promotion Criteria for the IB Middle Years Programme**

#### **GUIDELINES**

The promotion requirements for MYP 1 - 5 students are

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

#### **MYP 5 ACHIEVEMENT REQUIREMENTS FOR CP/DP SUBJECTS**

Students making subject choices for DP subjects will be guided by the Career Counselor, mentors and teachers. Some subjects have particular requirements; these are available in the *Subject Choice Guide*.

### **Promotion Criteria for the Career-related Programme**

- The student has a passing BTEC continuous assessment report
- The student has no more than 1 grade 2 in the DP subjects taken
- The student has completed the requirements for Language Development, Personal and professional Skills, Reflective project and Service

### **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. Resits 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.

### **Students with diverse learning needs**

The school strives to be inclusive, welcoming diversity. Where possible, the school accommodates students with diverse learning needs, providing the necessary support can be provided. The AICS follows the regulations of Dutch law: Inclusive education Passend Onderwijs Rijksoverheid 2014.

Please are expected to indicate any diverse learning needs (diagnosed or otherwise), or support received by a child in school on the Application form. Transparency is important in order to assess the level of support needed.

While the school strives for inclusion in the Secondary School, learning outcomes in the Secondary School cannot be modified. The school can offer a variety of individual

assessment arrangements based on the individual needs of the students if and when these are corroborated with suitable evidence. In year 5 of the Middle Years Programme, the Career-related Programme and in the Diploma Programme requests for inclusive assessment arrangements are officially and externally authorised by the

IB prior to implementation in the school. In addition, for the Career-related Programme requests will also need to be authorised by Pearson.

The AICS Student Support Team, as well as the Student Support Center, strives to meet the needs of students with a wide range of additional support requirements; however, there are limitations to the support the school is able to provide. Please contact the admissions team for further information: [applications@aics.espritscholen.nl](mailto:applications@aics.espritscholen.nl)

Please note that the school may recommend that parents choose a different means of education if we feel that we cannot meet the student's learning needs. In this case, the school will assist in finding alternative education.

### **Fees**

The AICS is officially recognised by the Dutch Ministry of Education as a subsidised Dutch International School (IGO), which contributes funds to the school. School fees are set annually, in accordance with Dutch International Primary and Secondary School Guidelines with the aim of keeping our education accessible. Please refer to our website for current fee structures.

### **Re-registration**

A re-enrolment email is sent out annually to all existing parents in March. Students are re-enrolled automatically once confirmation has been received.

### **Review Cycle**

The Admissions Policy will be reviewed starting January 2022 by the Admissions team and Management team ensuring input from all stakeholders.

### **Campuses and Availability**

For more information about availability at our various campuses please see the admissions page on our website.

## Documents Consulted

*Beleids Regel Igvo 2010*. Overheid.nl,

<https://wetten.overheid.nl/BWBR0027776/2012-08-01> (in Dutch)

*Career-related Programme: From Principles into Practice*. International Baccalaureate Organization, 2015, Geneva, Zwitserland

*Diploma Programme: From Principles into Practice*. International Baccalaureate Organization, 2015, Geneva, Zwitserland

Dutch International Schools, [www.dutchinternationalschools.nl](http://www.dutchinternationalschools.nl)

Passend Onderwijs. Rijksoverheid.nl,

<https://www.rijksoverheid.nl/onderwerpen/passend-onderwijs> (in Dutch, parts of the website are accessible in English)