

# SCHOOL GUIDE 2023 / 2024



Amsterdam International  
Community School

International education in English for  
**Primary & Secondary**



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



# AICS SCHOOL GUIDE 2023 / 2024

## **AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL**

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### WELCOME TO THE AICS!

We are a school with students who value differences and diversity, who are curious and want to learn. Our education aims to develop compassionate and wise human beings through knowledge and inquiry.

This school guide gives a good impression of what learning looks like at the AICS. In 2022-23, our focus was on Community. The good work and projects celebrating our community will continue. In the coming school year, the focus will be on our Integrity pillar.

#### **Our shared agreed definition of integrity is:**

*Taking personal responsibility to be open-minded, curious, and empathetic in order to treat people with dignity. This foundation supports us in contributing to and balancing the needs of our learning community with courage.*

Our school plan for 2021-2025 guide the process and illustrate the high expectations of our accredited member status of the Council of International Schools (CIS) and the International Baccalaureate Organisation.

In January 2022, the South community moved into its brand new, permanent building on the Arent Janszoon Ernststraat. In August 2023 the SE campus and Satellite campus will merge and move into the newly renovated Sandcastle, offering ample space for new students.

The move to the Sandcastle enable us to meet the growing demand for international education in the wider Amsterdam region. 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, in every decision we make, we strive to ask ourselves what the impact will be 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 seven ambitions:

- To provide the best place of learning for students
- Flexible learning paths
- Continuous innovation
- Educating world citizens
- Life-long learning
- Being sustainable
- At the heart of the community, and with the community's interest at heart

Based on these ambitions, the Esprit Governing Board, and the principals of the schools with ultimate responsibility, aim to provide inspiration to our schools. For this, our ambitions 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. 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. The 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 leadership and the quality framework, School Directors 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 Dutch government authorities.

The Esprit Governing Board regards the 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.

You can read the entire Esprit education manifesto online:

[www.bladerpdf.nl/espritscholen/educationmanifesto/](http://www.bladerpdf.nl/espritscholen/educationmanifesto/)

[aics.espritscholen.nl/home/about-aics/education-manifesto/](http://aics.espritscholen.nl/home/about-aics/education-manifesto/)



## 2. THE PHILOSOPHY OF THE AICS

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 (intercultural competence);
- 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) inspired teachers; (2) a written, aligned and concept-based curriculum including outcomes; and (3) essential day-to-day learning methodologies, resources and assessment tools.

In 2019-2020 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 –CP and 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.

In 2019-2020 we were accredited to introduce the IB career-Related Programme (CP), and we achieved candidacy status to introduce the IB Primary Years Programme (PYP).

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.

Over the last years we have also used the 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.



### 3. PROGRESS ON EDUCATIONAL QUALITY AT THE AICS

In 2021-22, the school successfully underwent a combined evaluation (CIS and IB) of all aspects of the quality of the whole school. We are proud to share that the Amsterdam International Community school is now the first and only fully accredited four programme IB world school in the Netherlands.

Partly as a result of the combined evaluation we have been working to improve our whole school social emotional learning programme in order to ensure alignment across campuses and schools (primary and secondary). We are introducing KIVA as a school social safety programme, the Common Sense Programme in order to foster digital citizenship and Comprehensive sexuality education in order to ensure that our students feel empowered to make informed decisions that support their social and emotional safety. In the course of 2023-2024 we will be further consolidating these programmes as well as focusing on social safety in and around the school. Wellbeing and academic achievement are inextricably linked and interdependent.

Focus on the learning spaces, the Community Safety Agreement and the new Device agreement align with the opportunity for students to develop self-efficacy and to feel that they are in charge of their own development. All members of our community play a role in supporting this by ensuring that we help each other where needed.





# 4. MISSION, VISION AND CONTEXT STATEMENT

## MISSION STATEMENT

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

## VISION STATEMENT

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



## CONTEXT STATEMENT

- The AICS is a Dutch subsidised international school. This enables us to deliver high-quality education at competitive fees.
- The AICS is accountable for high standards to the Inspectorate of the Dutch Ministry of Education.
- The AICS benefits from the resources in the Esprit School Group and is accountable to its Board of Governors.
- The AICS is part of the Esprit School Group, a large group of many different schools in Amsterdam. Other member schools of Esprit are: Berlage Lyceum, De Nieuwe Internationale School Esprit, Cartesius Lyceum, Cartesius 2, 4de Gymnasium, Marcanti College, Mundus College, Spring High, Europa School, de Eilanden, de WSV, Montessorischool Landsmeer de Verwondering and TASC
- 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 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.

## 5. ESPRIT INTERNATIONAL

Internationalisation of education within the AICS and the Esprit School Group is a process, the aim of which is to ensure that the same quality of provision and the same degree of access, without social stratification, is available at Esprit schools all over Amsterdam.

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), de Nieuwe Internationale School Esprit (in English and Dutch) and the AICS (in English) makes transitions between the schools easier.

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

Berlage students with a good command of the English language who have completed their higher secondary education (HAVO 5), or those who have finished the last year before pre-university education (VWO 4) successfully, can study the International Baccalaureate Career-Related Programme (IB CP) or Diploma Programme (IB DP) at the AICS. For these students Dutch will be taught at the highest [Language A] level.



Students with a good command of the Dutch language, returning from abroad, can 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 at de Nieuwe Internationale School Esprit.



## 6. ONE SCHOOL, TWO CAMPUSES

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

### THE SOUTH CAMPUS

AICS South Campus now has approximately 1100 students, 550 in Primary and 550 in Secondary. As of September 2020 we successfully introduced the Career-Related Programme, an alternative route to the Diploma Programme.

In January of 2022 we completed the move of our AICS South Campus to Arent Janszoon Ernststraat, this is a state-of-the-art, permanent AICS South Campus.

### THE SOUTH EAST CAMPUS

We are opening our doors to the new Sandcastle building in August 2023 and by October of 2023 we will have more than 900 students at our new South East Campus



### 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.



## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### ALL OF THE INFORMATION BELOW APPLIES TO AICS SOUTH AND AICS SOUTH EAST SANDCASTLE.

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 November 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

### GROUP 1 ADMISSIONS

Please read carefully to ensure you understand when your child joins AICS in Group 1 (G1) and when they move to Group 2. Once a child turns 4, they can join Group 1 at AICS from the start of the school year up until April 30th of the same school year. In the Netherlands, they usually join the day or week after their 4th birthday. Those who turn 4 after April 30 join Group 1 after the school's summer holidays at the start of the new school year.

In Group 1, the children who have turned 4 before 1 November will move to Group 2 (G2) at the start of the next school year. Those children turning 4 after 1 November will remain in G1 in the next academic year.

Example: Max turns 4 on 22 November 2022 and joins G1. He stays in G1 throughout the academic year and returns to G1 in the new school year August 2021, even though he had been in G1 for several months in the previous academic year. All children moving to G2 must turn 5 before November 1 2022 and Max only turns 5 on November 22 2022, so he 'misses' the cut off.



## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### PRIMARY SCHOOL ORGANISATION:

The Primary School is organised into three sections:

**Community A:**  
Groups 1, 2 and 3

**Community B:**  
Groups 4 and 5

**Community C:**  
Groups 6 and 7

Primary classes have a maximum of 22 students; in exceptional circumstances (issues pertaining to relocation and wellbeing). 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 attainment levels; social/emotional and educational requirements; English language level; behavioural needs; social groups and friendships; 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:

- The teacher consults their class and asks each student to identify 3-5 students with who they would like to be in a class with next year
- The teachers collaborate to consider the above principles to determine how the classes are mixed
- The teachers ensure all students are placed in a class with students who they have nominated

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 PYP curriculum. 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).

Groups 1 and 2 have full-time teaching assistants to help support the teaching and learning. Group 3, 4 and 5 classes have shared, part-time teaching assistants, who may also assist other areas of the Primary School according to different curricular and student needs. Teaching assistants help support the diverse learning environment so that the 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 Diversity Specialist (LDS) may also work with

individual students and or small groups to provide specialist support as part of our inclusion programme.



## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### TRANSITION

At the AICS, each student is guided to achieve to the best of their 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 2022-2023

##### % new students that joined the AICS:

groups 0-3:	45%
groups 4-7:	27%

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

groups 0-3	29%
groups 4-7	36%





## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### PRIMARY YEARS PROGRAMME

The Primary Years Programme is a curriculum framework of the International Baccalaureate, which is committed to the development of internationally-minded, global citizens of the world. Student-centered approaches to teaching and learning are at the heart of the PYP. Students are active participants in their own learning and exercise agency - voice, choice and ownership. They contribute their ideas and thinking to learning processes as members of our learning community. The PYP is taught through transdisciplinary units of inquiry, meaning that traditional subject area content is integrated into real world explorations and inquiry projects. Knowledge, skills and concepts are developed through the transdisciplinary units of inquiry.

### The Learner Profile and 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. The IB Learner Profile encourages students to deepen their awareness of ten specific dispositions, reflecting on them as part of their daily and weekly classroom routines, and celebrating and acknowledging them in assemblies. These ten skills and dispositions (Thinkers, Inquirers, Knowledgeable, Communicators, Principled, Open minded, Caring, Risk-takers,

Balanced and Reflective) as well as IB Approaches to Learning, which instill important learning skills, and contribute to alignment with the MYP, CP and DP, programmes.

### Educational Play

Engagement in various forms of purposeful and imaginative play is an essential aspect within Inquiry-based learning. It is through purposeful play that students are given the opportunity to construct meaning individually and collectively, deepen sensory experiences, generate inner dialogue, self-reflect and self-regulate. Well-designed learning activities that involve Play are a cornerstone of creativity and imagination—characteristics we seek to develop in students as citizens of the world, today and tomorrow.

### Well-being at the AICS

At the AICS, we believe in holistic education, meaning that non-academic, social and emotional growth is essential. For this reason, we encourage children to connect with nature during outdoor learning experiences, which stimulate the senses in a way that learning indoors cannot achieve. Also, 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 their 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.

### Nature Programmes

Groups 1-7 take part in a number of outdoor education activities such as Schooltuin (School Gardens) in Group 6 and 7. Students will also take part in outdoor learning lessons with their class teachers. Classes may take regular guided walks around the local neighbourhood that are related to their Units of Inquiry. We are always looking for new and exciting ways to incorporate nature education into our curriculum.

### LANGUAGES

At AICS Primary, we study two Languages: English and Dutch (Nederlands).



### ENGLISH:

Our academic language of instruction is English and this is a requirement for the International Baccalaureate Career-Related Programme and 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 deep 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. Usually this course lasts for one academic year and takes place during the three hours of Dutch Language lessons. In some cases, ELA students will need to continue their ELA lessons after one year. When ELA Starter students no longer need the specialist pull-out, they are able to join the Dutch lessons. Their English Language skills and understanding is then monitored in class by the classroom teacher.

**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 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.

## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

All of our Primary students, regardless of their stage of English development, experience English language 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!







### DUTCH:

There are two routes through the Dutch Language Programme, depending on the needs and requirements of the international child. All children, with the exception of ELA Starters, receive 3 hours of instruction in Dutch per week:

#### **Dutch Language Acquisition (DLA)**

This is a Dutch Language course which also focuses on culture. The focus is on speaking and listening in Dutch.

The purpose of these lessons are 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.

#### **Dutch Language and Literature (DLL)**

The focus is on Reading, Writing, Speaking and Listening in Dutch. This programme is designed for children who are fluent in the Dutch language, or have Dutch passports/Dutch family background.

Students are selected for this route based on their language profile AND their competence in the English Language.

#### **Dutch Language Curriculum**

Dutch lessons are provided by a Dutch language specialist 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.

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

## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### MATHEMATICS

The mathematics curriculum at the AICS follows the principles of the IB PYP and its inquiry-based approach to learning.

We recognise that current mathematics teaching practices might be significantly different from school experiences of parents and carers. Families are invited to workshops, held at least once a year, to help them better understand the most up to date mathematics methods and teaching practices.



Mathematics is a rich language which describes the world around us and a way of thinking which unlocks the interconnectedness, patterns and structures in the world. We believe children have an entitlement to discover, experience and appreciate mathematics; to learn the craft of communicating and thinking mathematically and to engage with mathematics within moments which are relevant to them.

The primary mathematics programme is integrated into inquiry units of work, stories and other exciting contexts in which children are guided to unfold and discover mathematical concepts.

Mathematics teaching is supported by use of the Numicon Approach, a text-book free teaching methodology, which is organised into five dimensions:

- Numbers and the Number System
- Pattern and Algebra
- Calculating
- Geometry and Measure (including Shape, angles, units, ratios)
- Statistics (Tables, Charts, Graphs, Data Analysis)

The students collaboratively work on problems using practical and visual aids designed to develop conceptual understanding and help recall. Together, they discuss problems, using

practical equipment to help develop language of new concepts and explore, explain and justify relationships between new ideas. Teachers guide children to draw out big ideas from the mathematical conversation of the students.

Children have opportunities for whole class, paired and individual work to practise and deepen knowledge and understanding. The students become confident problem solvers by applying their learning to different real-life contexts.

Every primary classroom is fully equipped with specialist practical mathematics equipment which children can access to help their mathematical conversation and problem solving.

The success of every student is important to us and we use assessment data and teacher reporting to provide additional support or challenge where needed. Children with mathematics support needs are able to access specialised help as well as Dyscalculia screening and help programmes where appropriate.

**[www.numicon.com](http://www.numicon.com)**



### SCIENCE

Science is taught through PYP units and covers four key strands: Living Things, Earth and Space, Materials and Matter and Forces and Energy. Our inquiry-based approach encourages students to explore scientific concepts and connect them to real-world issues. Through questioning, data gathering, analysis and communication, students become active participants in their learning. Our goal is to develop their scientific understanding and skills, enabling them to become informed, responsible, and curious learners who can make sense of the world around them.





## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

ICT is integrated into all areas of the curriculum to enhance teaching and learning whilst developing students' digital awareness and skills. Classrooms are equipped with a promethean interactive board, a small number of iPads and groups 4 to 7 have access to shared class sets of macbooks. Students have regular access to these resources during classroom activities and projects. A range of other technology is used within primary including robotics and coding based resources. Teachers are supported in their use of technology in the classroom by working with a Science and Technology subject area coordinator, the librarians, a specialised computational thinking skills teacher and by sharing good practice with each other.

Students develop digital citizenship skills through the Common Sense curriculum. This is a comprehensive program designed to help students develop essential digital citizenship skills, such as responsible online behaviour, safe internet usage, and digital privacy.

Teachers use age-appropriate resources and tools to teach students about key concepts related to digital citizenship. Students are encouraged to reflect on their own digital practices and engage in discussions with their peers about how to use technology in a responsible and ethical manner. Wherever possible, the lessons are integrated into units of inquiry and resources are occasionally shared with parents to support digital device use in everyday life and at home. It is regularly updated to reflect the latest trends and issues in the digital world.



### SPECIALIST LESSONS

Specialist classes consist of English Language Acquisition, Dutch Language Acquisition, Dutch Language and Literature, Personal, Social and Physical Education (PSPE), 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.

## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### PERSONAL, SOCIAL AND PHYSICAL EDUCATION (PSPE)

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

PSPE classes are provided for all age groups. In PSPE, children learn about healthy lifestyles and performing a range of movement activities. They are taught about developing physical competence and confidence, developing creativity and imagination, teamwork and communication. The knowledge, transferable 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 be able to explore various games and activities, both outdoors and indoors, through the lenses of Cooperation, Sportsmanship, Risk-Taking, Creativity and Active Living. are required to have the following gym kit in order to be allowed to participate in PHE lessons:

#### Clothing and Shoes for PSPE Lessons

All children are required to come to school dressed in comfortable clothing appropriate for physical activity on their PSPE lesson day. All clothing should allow freedom of movement.

#### Groups 3-7

- Gym bag marked with child's name
- Indoor gym shoes

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. Jewellery is not to be worn in the PHE lesson. Please email the class teacher and PE teacher to explain any significant religious/cultural jewellery which cannot be removed. Jewellery which needs to remain worn should be covered by clothing. This is to ensure the safety of the students and the jewellery.

#### PE Facilities for AICS South Campus

For the warmer months, August-October and May-July, students in Groups 3 -7 use outdoor gym facilities. Each group walks to the PE facility with supervision. Students need to be dressed appropriately for the weather and PE and be prepared for an outdoor lesson. From October- May, Groups 3-7 use indoor gym facilities. Students need to bring a pair of indoor gym shoes that remain at school and are not worn outside the gym. Students need to be independent in putting on these shoes.



#### PE Facilities for AICS Sandcastle

For the warmer months, August-October and May-July, students in Groups 3 -7 use outdoor gym facilities. Each group catches a bus to the PE facility with supervision. Students need to be dressed appropriately for the weather and PE and be prepared for an outdoor lesson.

From October- May, Groups 3-7 use an external PE facility which is indoors. Each group will catch a bus to these facilities with supervision. Students need to bring a pair of indoor gym shoes that remain at school and are not worn outside the gym. Students need to be independent in putting on these shoes.

Groups 1, 2 and Fireflies in both campuses have their PE lessons at school in a small gym.



## 7. CURRICULUM INFORMATION PRIMARY SCHOOL

### AMSTERDAM MUNICIPAL PROGRAMMES

Students in groups 4-7 will participate in a variety of activities provided by the Amsterdam Municipality.

#### Swimming

Group 5 students participate in a swimming programme provided by the Amsterdam City Council. The swimming programme supports all levels of swimming with the goal that children attain their Diploma A at the minimum. Parents are firstly responsible to ensure their children are given the opportunity and support needed to obtain their A-diploma. The swimming programme is provided to help support the success of this goal. Swimming lessons take place weekly for 6 months and are a mandatory part of the curriculum.

Students are required to have the following swim kit in order to be allowed to participate:

- Swim bag
- Swimsuit
- Towel

Please clearly label all items with your child's name. Further information can be found in the swimming guidelines that will be communicated by the Group 5 team.

#### Ice Skating

During the winter months, Group 4 Primary students 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 music program that is offered by Amsterdam City Council. Specialist teachers join our classes and teach our students, along with our teachers, how to explore music and the arts in school. This includes singing programmes, music and rhythm lessons, and guitar lessons (in Community C) from Muziekschool Amsterdam and Muziekschool Zuidoost. Group 1-3 classes and the Fireflies classes receive 30 minute lessons and group 4-7 receive 60 minute lessons each week. All year groups will also enjoy a trip to the world famous Concertgebouw to participate in an interactive musical performance that they prepare for in Music lessons prior to the event.

#### 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 a 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 are always looking for new and exciting ways to incorporate nature education into our curriculum.

## 8. THE PRIMARY SCHOOL DAY



### THE SCHOOL DAY

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. If arriving early, parents are responsible for their children before the school opens.

Arrival/school opens 08:20

Registration / lessons / Start 08:30

Lessons

Morning break/Play time - 30 minute

Lessons

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

End of day

(Monday, Tuesday, Thursday, Friday) 15:15

Wednesday finish at 12:00 (half day)



## 8. THE PRIMARY SCHOOL DAY

### **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. Only water is allowed in water bottles. Students are able to refill their bottles in class. Please label the boxes and drink containers with your child's name, and mark clearly which box is for snack and for lunch.

We encourage the children to eat healthy food and to develop healthy social eating habits. The children are expected to remain seated at the lunch table with their peers, eating slowly and quietly, for a minimum of 20 minutes.

We don't force children to finish all of their lunch/snack - we encourage them to eat until they are full and regularly remind them how much time they have left to eat.

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. Any items that are labelled can be easily returned to the student.

### **Messages for the teacher/meeting with a teacher**

As all class teachers, specialist teachers and classroom assistants are busy preparing for lessons 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 have the opportunity to speak to their child's teacher at the end of the day when they pick up their child from the classroom. If you require more than a quick talk, please email your child's teacher to set up an appointment. For issues concerning the academic or social/emotional wellbeing of your child, setting up a 15 minute meeting with the class teacher is the preferred method of communication. Please avoid lengthy email communication. 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.





## 8. THE PRIMARY SCHOOL DAY

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

#### Absences

The AICS closely monitors student attendance on a daily basis; this includes being late for class. The Absence Department closely monitors attendance. Parents / Guardians will be contacted by Absences when their child is consistently late for class. The school is legally obliged to report unapproved absences to Bureau Leerplicht (Truancy office) of the municipality where the student is registered.

In case of illness, parents/guardians are responsible for informing the school on a daily basis by using the iSAMS parent portal before 8.30 a.m.

In case of expected lates/absences (doctor's/dentist appointments), parents/guardians are responsible for informing the school in advance by using the iSAMS parent portal.

#### Late Arrivals

Students arriving later than the start times (see page 26) will be registered late by their class teachers. 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 Campus present for morning duty will accompany the student to the classroom.

Parents/guardians are responsible for the arrival of their children at the correct time. You will be contacted if your child consistently arrives late. Late arrivals will be recorded and reported to the School Truancy Officer. If students are not in school, and we have not heard from the parents/guardians by 09:00 we will contact them to ensure the student's safety.

#### After-school pick-up

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. Pick up will be outside at all campuses.

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

- Parents need to ensure that if their child has permission to go home alone (Groups 6 and 7 only), this has been discussed with the class teacher and Head of Campus in order to be permitted. There is a letter that will need to be signed by parents to give their permission. 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. Students from Group 5 and above may leave with an older sibling in the secondary school if permission is granted by parents, teachers and Head of Campus.
- If children are to be collected for a play-date, etc. by another student's parent/guardian after school, the class teacher 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.
- Please ensure your child is collected timely. The Welcome Desk will keep record of children who are collected late from school.

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

## 8. THE PRIMARY SCHOOL DAY

### After-School Clubs

We have been working successfully with Kind&Co, using their platform to professionalise our after school activity process and we are happy to inform you that Kind&Co will be fully coordinating the AICS after school clubs starting in the school year 2023-2024 at both campuses. Kind&Co is an established and professional, non-profit organisation that has experience with after school care and after school activities for international schools in the Netherlands.

The after school clubs programme offers a variety of safe and age appropriate after school activities to all primary students across all campuses. Our students can participate in after school activities such as dance, sewing, chess, art, guitar, film and many more.

The After School Club coordinator from Kind&Co is Iris Selderijk. Please feel free to contact Simone whenever you have questions, nice ideas or suggestions at [I.selderijk@kindenco.nl](mailto:I.selderijk@kindenco.nl).

### After school care (BSO)

At our South campus, after school care is offered by Partou. Partou is the largest provider of high-quality childcare in the Netherlands and has offered their services to the AICS since 2016. Their after school care is located within

the South school building. For our students at the South East campus there were two options for the school year 2022- 2023, while we are preparing ourselves and our community for the move to the Sandcastle:

- Students move with Partou across the road to the Klaverblad location for their after school care (BSO). Parents can decide to stay there for the full school year or choose to move from Partou to Kind&Co for the remainder of the school year per January 2023.
- Students wait until January 2023 to join after school care (BSO) when Kind&Co will open their after school care facility in our temporary Southeast building. In August 2023, the South-east campus will move to the new Sandcastle building. Kind&Co will move with the school and continue their after school care facility in the new school building. We are confident that these changes will result in a sustainable and integrated partnership between the AICS and Kind&Co that will connect after school care with the after school activities in the coming years. For any questions regarding after school care, please contact [admin.south@aics.espritscholen.nl](mailto:admin.south@aics.espritscholen.nl)



## 9. CURRICULUM INFORMATION SECONDARY SCHOOL

Our three programmes, the Middle Years Programme (MYP), the Career-Related Programme (CP) and the Diploma Programme (DP) in the Secondary School are authorised by the International Baccalaureate Organisation (IBO) and the CIS. 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.

For further information:  
[www.ibo.org](http://www.ibo.org) or [www.ibo.org/programmes](http://www.ibo.org/programmes)

### **IB MYP (International Baccalaureate Middle Years Programme)**

The MYP is a concept-based inquiry curriculum which encourages teaching and learning for understanding. The programme is completed in MYP5 with eAssessments leading to an MYP Certificate or Course Completion. MYP classes have a maximum of 22 students; in exceptional circumstances classes may exceed this number

### **THE EIGHT SUBJECT GROUPS**

- 1 Language and Literature (English and Dutch)
- 2 Language Acquisition (Dutch, English, French, German and Spanish)
- 3 Mathematics (Starting in MYP4 Standard or Extended)

- 4 Arts (Theatre, Music and Visual Arts & Media)
- 5 Sciences (Integrated Sciences)
- 6 Physical and Health Education
- 7 Individuals and Societies (Integrated Humanities)
- 8 Design (Product and Digital Design)





## 9. CURRICULUM INFORMATION SECONDARY SCHOOL

### **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. Because we believe in maintaining the language of origin, we also offer the optional course 'Best Language' for French, Spanish, Italian and German at a literature level.

### **eAssessment**

AICS offers the externally assessed IB Middle Years Programme eAssessment. The eAssessment is an innovative exam that combines onscreen examinations (on the school computers), ePortfolios (samples of student coursework), the Personal Project and Service As Action. The eAssessment is based on students' conceptual understanding, focuses on synthesising information, evaluating findings and applying them to real-world situations. It

also prepares MYP5 students for the rigorous demands of future studies such as the IB Career-Related Programme (CP) or Diploma Programme (DP). The eAssessment involves all the AICS MYP 5 students and it takes place in May. A certificate will be awarded to MYP 5 students who successfully meet the eAssessment requirements. The IB MYP eAssessment gives a reliable indication of the skills, knowledge and understanding students have developed during MYP. Successful completion of the IB MYP eAssessment provides students with an official International Baccalaureate transcript.

eAssessment is a compulsory part of the programme and involves an additional fee. It



### The MYP certificate

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

- Five on-screen examinations from each of four required subject groups, plus an interdisciplinary assessment
- One e-Portfolio from a course of study in Language Acquisition (instead of a Language Acquisition, a student may opt for two Language and Literature subjects)
- 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 as Action.

### 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 As Action.

### IB MYP Bilingual Certificate

The IB MYP Bilingual Certificate is awarded to students who have achieved a minimum of 28 points, with a minimum grade 3 in two Language and Literature courses or have completed another MYP subject group, or Interdisciplinary Assessment or the Personal Project in a language which is different to their Language and Literature assessment. This does not include Language Acquisition subjects.

### IB MYP Course Results

Students who do not take the full eAssessment programme, are awarded IB MYP course results. The course results show the subject, level and grade a student has achieved in the eAssessment and also their achievements in the Interdisciplinary Assessment, Personal Project

and Service. The IB MYP course results provide the student with official documentation of their successful grades which have been validated by the IB MYP eAssessment.

### Recognition of IB MYP Certificate

All subjects offered in the IB MYP eAssessment have been accepted by and registered as being Level 1 and Level 2 qualifications by The Office of Qualifications and Examinations Regulation (Ofqual), in the United Kingdom.

Students who have completed the IB MYP programme can apply for any higher education courses in any school or college in India. Further information about the recognition of IB awards in different countries is available through our Career Guidance Counsellors and IB coordinators.

### SERVICE LEARNING

#### SERVICE As Action in the MYP

What is it?

- 1 Service is a core element of the MYP curriculum.
- 2 Service 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 Service 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.

#### Supervised Study Sessions

University Students are available to provide study support for students Monday - Thursday from 15:00 - 18:00.





## 9. CURRICULUM INFORMATION SECONDARY SCHOOL



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
<b>Language and literature</b>	<b>total: 8</b>	<b>total: 8</b>	<b>total: 8</b>	<b>total: 8</b>	<b>total: 8</b>
Dutch	4	4	4	4	4
English	4	4	4	4	4
<b>Language acquisition</b>	<b>total: 0</b>	<b>total: 3</b>	<b>total: 3</b>	<b>total: 3</b>	<b>total: 3</b>
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>					
<b>Mathematics</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>
Mathematics	4	4	4	4	4
<b>Arts and design</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 6</b>	<b>total: 9</b>
Music (term 2) (term 3) (term 1)	4	4	4	2	3
Theatre (term 1) (term 2) (term 3)	4	4	4	2	3
Design	2	2	2	2	3
Visual Arts (term 3) (term 1) (term 2)	4	4	4	2	3
<i>MYP 4 and 5 can choose Digital Design with Visual Arts or Theatre , or Music with Visual Arts or Theatre</i>					
<b>Sciences</b>	<b>total: 3</b>	<b>total: 3</b>	<b>total: 6</b>	<b>total: 6</b>	<b>total: 6</b>
Integrated science	3	3	5	5	5
<b>Physical and health education</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 2</b>	<b>total: 2</b>	<b>total: 2</b>
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>					
<b>Individuals &amp; Societies</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>	<b>total: 4</b>
Integrated Individuals & Societies	.	.	.	.	.
Mentor hour	2	1	1	1	2

## 9. CURRICULUM INFORMATION SECONDARY SCHOOL



### **MYP personal project**

The Personal Project (PP) gives students the opportunity to demonstrate the skills developed in the MYP. It is a Core element of the MYP Programme and therefore it is mandatory for all the MYP students. The PP starts in the middle of MYP4 and is completed in MYP5 with the support of a school teacher. The PP is evaluated using the MYP assessment criteria and the results, internally standardised, are part of the MYP5 promotion criteria. The PP, being an IB component, it is also externally moderated for the eAssessment results. More detailed information about the PP can be found in the PP Students Guide.

### **IBCP (International Baccalaureate Career-related Programme)**

In their final two years, students may follow the IBCP (International Baccalaureate Career-Related Programme) culminating in official IB examinations and satisfactory completion of the BTEC International Business Programme (Level 3 Diploma) at the end of the two-year course of study. Successful participation in this programme leads to the IB Career-Related Certificate, offering entrance into some universities and institutions of further education worldwide.

During the two years of the CP course, students follow the BTEC International Level 3 International Diploma in Business and follow three IB Diploma Programme courses: Maths Applications and Interpretations SL, English Language and Literature or English B at appropriate SL/HL levels, and a choice between either Environmental Systems SL or Geography SL.

In addition, in the CP Core hours, students develop an extra language, write a Reflective Project focusing on an ethical dilemma in Business, and complete Service Learning activities. They also follow a course in Personal and Professional Skills to develop their personal and career profile.

### **The BTEC Business Programme**

In this programme, students complete 9 Units of study worth 720 Guided Learning Hours (GLH):

- Exploring Business (90 GLH)
- Research and Plan a Marketing Campaign (90 GLH)
- Business Finance (90 GLH)
- Managing An Event (90 GLH)
- Human Resources (60 GLH)
- Business Decision Making (120 GLH)
- International Business (60 GLH)
- Business Ethics (60 GLH)
- Work Experience in Business (60 GLH)

### **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 diploma or a promotional VWO 4 report. 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 career 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.



## 9. CURRICULUM INFORMATION SECONDARY SCHOOL

SUBJECT	GROUP SUBJECT
<b>Group 1:</b> Studies in Language and Literature	English Literature HL/SL English Language and Literature HL/SL Dutch Language and Literature HL/SL School-Supported Self-Taught Literature (SL only)
<b>Group 2:</b> Language Acquisition (B = language acquisition)	English B HL/SL Dutch B HL/SL French B HL/SL Spanish B HL/SL Dutch Ab Initio (SL only) OR AN EXTRA GROUP 1 LANGUAGE
<b>Group 3:</b> Individuals and Societies	Geography HL/SL History HL/SL Economics HL/SL Business Management HL/SL Psychology HL/SL
<b>Group 4:</b> Experimental Sciences	Biology HL/SL Physics HL/SL Chemistry HL/SL Environmental Systems & Societies (SL only) Computer Science HL/SL
<b>Group 5:</b> Mathematics	Applications and Interpretations HL/SL Analysis and Approaches HL/SL
<b>Group 6:</b> The Arts	Visual Arts HL/SL Music HL/SL OR ANY CHOICE FROM GROUPS 1, 2, 3 and 4

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.

The CORE of the Diploma Programme  
Extended Essay

Theory of Knowledge  
CAS (Creativity, Activity, Service)



### Promotion policy

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

The AICS only requires students to skip or repeat a year when it is considered to be of personal or academic benefit to the student. The decision not to promote a student is taken with 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, CP or DP level. Please Note: At the AICS it is not possible to re-sit in two consecutive years, or to re-sit a year twice.

### Promotion criteria MYP 1-5

#### Guidelines

The promotion requirements for MYP 1-5 students are

- A. Completion of the student assessment portfolio (SAP) with all the summative assessment tasks (SATs), regardless of levels of achievement.
- B. Students 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 Counsellor, mentors and teachers. Some subjects have particular requirements; these are provided in the section *promotion criteria MYP5-DP1*.

### Promotion criteria MYP 5 - CP 1

- Students will be accepted into the CP with a Promotional report at the end of MYP5
- They are allowed 2 grades '3' in 2 different subject areas. All other grades must be a '4' or above.
- There is no minimum grade '4' requirement for English or Maths SL.
- We will review individual cases as necessary

### Promotion criteria for CP 1 - CP 2

- The student has a passing BTEC continuous assessment report
- The candidate has been awarded a grade 3 or more in at least two of the Diploma Programme courses registered for the Career-Related Programme.
- The student has completed the requirements for Language Development, Personal and professional Skills, Reflective project and Service Learning

### 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



## 9. CURRICULUM INFORMATION SECONDARY SCHOOL

### Promotion criteria for MYP5 - DP1

If a student wants to choose the following DP subject	then the following condition must be met in the second report card in MYP5
<b>Group 1:</b> Language and Literature	<ul style="list-style-type: none"> <li>Students coming from the MYP Language and Literature: a final grade of 5 is required for HL and a grade of 4 is required for SL.</li> </ul>
<b>Group 2:</b> Language Acquisition	<ul style="list-style-type: none"> <li>Ab Initio (only Dutch offered): complete beginners in the language, or phase 1 students.</li> <li>Standard level: a grade 4 in phase 3 is required.</li> <li>Higher level: a grade 4 in phase 5 is required.</li> </ul>
<b>Group 3:</b> Individuals and Societies	<ul style="list-style-type: none"> <li>History-Geography: a final grade of 5 is required for HL and a grade of 4 is required for SL</li> <li>Business and Management and Psychology: a passing report in MYP5</li> <li>Economics: a 5 on their English "Research Essay"</li> </ul>
<b>Group 4:</b> Experimental Sciences	<ul style="list-style-type: none"> <li>For Physics, Chemistry, Biology: a 5 is required for HL and 4 for SL; a 6 in criterion A is required for HL, a 5 in criterion A is required for SL</li> <li>ESS, Computer Science: a passing report in MYP5</li> </ul>
<b>Group 5:</b> Mathematics	<ul style="list-style-type: none"> <li>AA HL: a grade 6 in extended Maths is required</li> <li>AA SL: a grade 5 in extended Maths or a grade 6 in SL maths is required</li> <li>AI SL: a passing report in MYP5</li> </ul>
<b>Group 6:</b> The Arts	<ul style="list-style-type: none"> <li>Visual arts: a final grade of 5 is required for HL and a grade of 4 is required for SL</li> <li>Music: HL: 1. Fluent knowledge of music literacy. 2. Have one lesson a week of your chosen instrument or voice. Prior knowledge is strongly recommended. SL: 1. Knowledge of music literacy. 2. Have one lesson a week of your chosen instrument or voice.</li> </ul>

## 9. CURRICULUM INFORMATION SECONDARY SCHOOL

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.

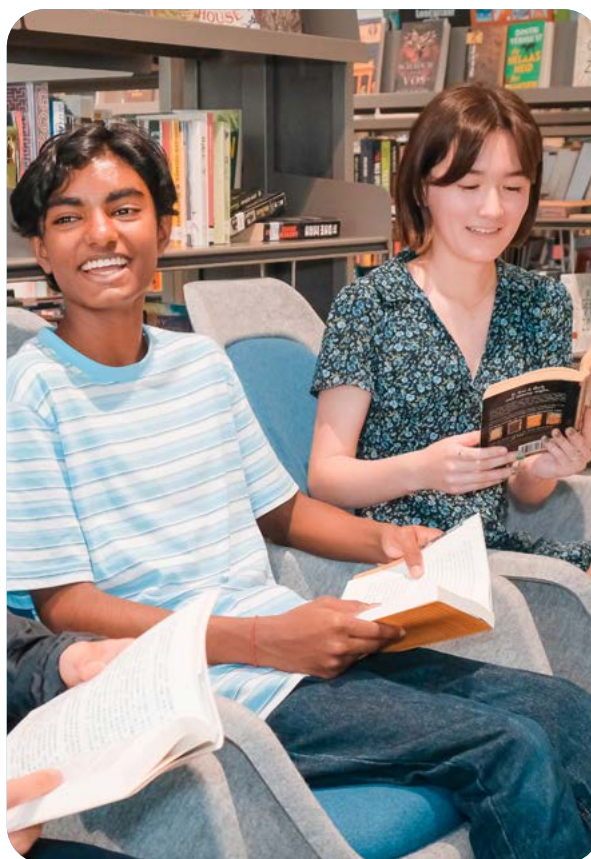
At the end of the academic year, the student must have met the necessary CAS requirements. For the Extended Essay, the students should have met the necessary deadlines and show sufficient progress. Should one of these two conditions not be met, then the student will not be eligible to follow lessons 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 DP 2

Preliminary Exams in February 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 DP 2)

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 has gained 24 points 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 awarding the IB Diploma.

### NEW, PROMOTED AND LEAVING STUDENTS 2022-2023

#### % new students who joined the AICS:

MYP 1-5	20%
DP and CP	8%

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

MYP 1-5	28%
DP and CP	7%

#### DP and CP exam results

2022-2023 Diploma Programme (DP2) final exam results: 92%. CAREER-RELATED PROGRAMME (CP) final exam result 89%. Eight out of the nine CP exam candidates were awarded their full CP diploma. All of the CP candidates successfully completed their BTech course and were awarded their certificate.

#### Destinations

(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  
Hogeschool voor de Kunsten Utrecht  
Gerrit Rietveld Academy  
Hotel School, The Hague  
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

The school day in secondary is structured:  
South 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 – 5, CP1, DP 1 AND 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	5th period
12:30	13:15	Lunch Break (= 6th Period or 7th period)
13:15	14:00	7rd 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 1-5		
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	16:30	10th period
	16:30	End of day

(end times may vary depending on timetable)

## 10. THE SECONDARY SCHOOL DAY

### **DP timetables differ according to subject choice.**

Lessons for MYP 1 on Wednesdays end no later than 14:45. Lessons on Thursdays start at 11:00, however, students will be required to regularly attend individual meetings or workshop sessions at 10:15. In some cases students may be required to start at 08:30.

\*Please note that normal lessons on Thursdays start at 11.00 , however, there is a 'Corehour' ' that starts at 10.15. This is a meeting time for teachers and students for PP, EE, Service, CAS and personal mentoring. Occasionally, students may be asked to attend workshops.

We will strive to announce notifications about the 'Core' at least one week in advance via iSAMS. 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.

### **IN 2023-2024:**

- IB MYP 1 students will have 992 hours of educational learning time;
- IB MYP 2 students will have 1049 hours of educational learning time;
- IB MYP 3 students will have 1106 hours of educational learning time;
- IB MY 4 students will have 1049 hours of educational learning time;
- IB MYP 5 students will have 1077 hours of educational learning time;
- IB CP1 and CP2 students will have a total of 2155 hours of education learning time over two years.
- IB DP 1 and IB DP 2 students will have a total of 2353 hours of educational learning time over two years.



## 10. THE SECONDARY SCHOOL DAY

### **The use of portable ict devices**

All primary (groups 1-7) classrooms are equipped with iPads at the AICS. In addition, the upper primary (groups 4-7) also have access to shared Macbook trolleys per year level per campus. In secondary, students are issued a Macbook Air on loan from the school. These devices are suitable for IB MYP external assessments. Secondary students are encouraged, but not obligated, to participate in the Macbook loan offer from the AICS. Students who wish to use their own personal laptop/device must ensure it has at least a 10-inch screen,

an adequate sized keyboard, Wi-Fi internet connection, current security software and a charging adapter. We have no restrictions on brands of software. The AICS is a Google Apps for Education School, which includes a suite of tools (word processing, spreadsheet and presentation) for students accessible via any web browser.

### **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. CP and DP students are given the privilege of leaving school premises during breaks and study periods. These privileges can be revoked at any time if misused.

### **Snack and lunch**

Students are recommended to bring a healthy snack, lunch and drink from home. The AICS also provides a canteen facility. The canteen in South and South East are run by clients (staff) of Cordaan with 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 unapproved absences to Bureau Leerplicht (Truancy office) of the municipality where the student is registered.

In case of illness, parents/guardians are responsible for informing the school on a daily basis by using the parent portal before 8.30 a.m.

In case of expected lates/absences (doctor's/dentist appointments), parents/guardians are responsible for informing the school in advance by using the parent portal.





## 10. THE SECONDARY SCHOOL DAY

### 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/en/education/compulsory-education/](http://www.amsterdam.nl/en/education/compulsory-education/)

<https://www.halt.nl/over-halt>

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

Whole school guidelines concerning Extraordinary leave (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 Campus), 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.

### 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 extra-curricular 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 organisation 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. Assessment is based on developmental stages rather than age expectations.



## PRIMARY SCHOOL REPORTS

The school year is divided into two terms:

**Term 1 August - January**

**Term 2 February - July**

The teachers engage in formative assessments. This means that the children's everyday work is monitored.

Learning Continuums carefully follow the conceptual development and intrinsic motivational factors of the learning process including personal development, learning to learn, and Languages and 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 as follows:

- 1 There are two academic reports
- 2 Two parent-teacher conferences are held each year. One in term 1 and one in term 2.
- 3 In Term 2, a Student-Led Conference is also 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.

## SECONDARY SCHOOL REPORTS

The school year is divided into two terms, and a Term Report is issued at the end of each term.:

**Term 1 August - January**

**Term 2 February - July**

1. All Term Reports are summative and indicate criterion-referenced assessment and numerical grades for each subject.
2. In addition to the Term Reports, two Progress Reports will be released in November and March. These will not contain summative grades, but will give an indication of the child's performance in their lessons.
3. Parents and students will have access to teacher feedback and grades on assignments throughout the year via Managebac.
4. Parent-Teacher-Student Conferences are held in February and April. This is an opportunity for parents to meet a selection of three of their child's teachers to discuss their progress.
5. 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.



## 11. ASSESSMENT, REPORTING AND PARENT-TEACHER MEETINGS

### 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. We carry out Cognitive Abilities Tests (CAT4) at the start of MYP1, MYP4, DP1 and CP1 and we endeavour to ensure that our approach is not stressful for the students and that they have a positive experience of testing.

CAT4 is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. While many tests focus on a child's attainment in subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.



Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

CAT4 is based on years of research and development. The current edition took five years to develop and the involvement of 25,000 students across the UK. It is a well-known assessment in schools; teachers value its ability

to provide an understanding of what a child is capable of rather than defining them by their understanding of a body of knowledge in particular subjects.



## 12. STUDENT SUPPORT & WELL BEING

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. Please see our [Inclusion Policy](#) and [Student Support Policy](#) for more information.

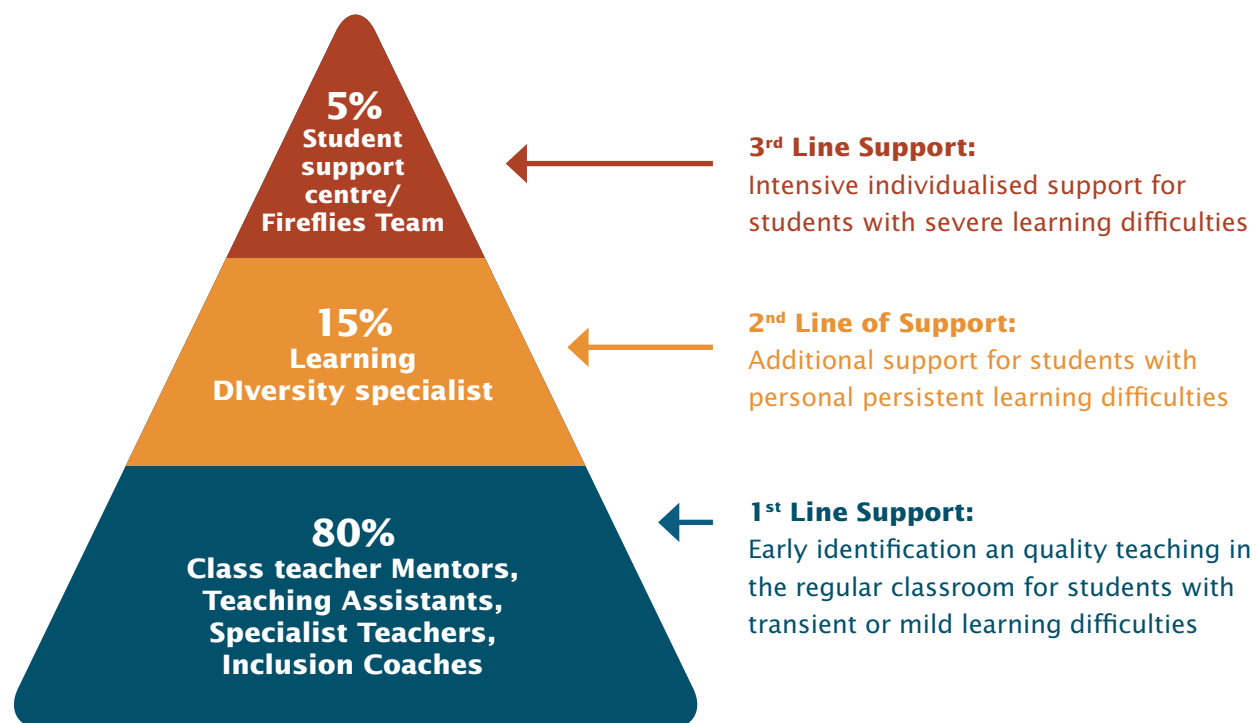
Our mission is to facilitate high-quality, accessible, community-based, international learning for students of all nationalities living in the Netherlands. Our values are: diversity, community, integrity and inquiry. Our mission that everyone is included, challenged and successful is one we take very seriously, believing that an inclusive educational programme has a value that enriches the whole community. At the AICS, we work closely with the [Samenwerkingsverband \(SWV\) Amsterdam-Diemen](#). The SWV advises and supports the school in providing developing and providing appropriate and inclusive education at the AICS

*We accept students with a range of abilities and learning diversity needs. Through our project with the Samenwerkingsverband (SWV) and Stichting Kolom, we are now able to offer increased opportunities for Special Education within our school.*

*In the interest of giving the best education and support, we carefully assess all students with learning diversity needs who apply to the AICS. We collaborate with a wide range of external partners to support our students. While we strive to be inclusive, we may not be able to meet the needs of some students. When we are unable to support a student's learning diversity needs we advise families on alternative schooling possibilities.*

### Student support & well-being structure

Support for students 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.



## 12. STUDENT SUPPORT & WELL BEING

### **Student Support Pyramid:**

#### **The first tier**

Within the first tier of support the Primary School Teacher, Primary Teaching Assistants and the Secondary School mentors and teachers are 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 Learning Diversity Specialist and Inclusion Coaches 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 our teachers engage in a discussion called Student Forum. At this forum teachers share observations, questions and strategies on the academic and social-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 Career Counsellors are responsible for guiding and advising students about their subject choices, possible career pathways and university and college applications.

### **Student Support Pyramid:**

#### **The second tier**

Within the second tier of support, students with more specialised needs are supported by Learning Diversity Specialists. In tier two students receive support in a combination of co-taught and small group support. It is important that students, parents and teachers work closely together to design the form that the support will take. Support within this tier accommodates 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 organisations external to the school. Our Student Support Center team is responsible for monitoring, communicating and coordinating their care. Support within this tier accommodates the needs of approximately 5% of our student population.

### **External specialists**

The AICS works with a number of external specialists on a structural basis:

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

In addition, the AICS works with 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.

### **Point of contact for bullying/ Confidential counsellor**

The school has two internal confidentiality advisers, one at each campus. The internal confidentiality advisers act as a point of contact for students and parents who have questions or complaints. The internal confidentiality person advises and guides the student and their parents in finding an appropriate solution.

#### **Bullying confidential counsellor** *South Campus*

Debbie Popplewell  
[d.popplewell@aics.espritscholen.nl](mailto:d.popplewell@aics.espritscholen.nl)

#### *South East Campus*

Brian Wasky  
[b.wasky@aics.espritscholen.nl](mailto:b.wasky@aics.espritscholen.nl)

### **Bullying prevention policy coordinator**

The bullying prevention policy coordinator is involved in bullying incidents. They implement the KIVA social safety programme and coordinate the school's bullying prevention and intervention policy. The bullying prevention coordinator is supported by the student care coordinators from primary and secondary.

The bullying prevention policy forms part of the school safety plan and can be found on the school website Bullying Prevention and Intervention Policy

#### **Bullying prevention coordinator**

Miriam van Bijlert  
[m.vanbijlert@aics.espritscholen.nl](mailto:m.vanbijlert@aics.espritscholen.nl)

#### **Student care coordinator**

When a student needs more support than the class teacher or class mentor can offer, the class teacher or mentor registers the student with the student care coordinator. In collaboration with the student, their family and the class teacher or mentor, the student care coordinator makes a plan for extra support and guidance for the student. There are three student care coordinators at AICS.

#### **Student care coordinator primary**

Sanne Zaadnoorddijk  
[s.zaadnoorddijk@aics.espritscholen.nl](mailto:s.zaadnoorddijk@aics.espritscholen.nl)

#### **Student care coordinator secondary**

*South Campus*  
Maartje Evenhuis  
[m.evenhuis@aics.espritscholen.nl](mailto:m.evenhuis@aics.espritscholen.nl)

#### *South East Campus*

Miriam van Bijlert  
[m.vanbijlert@aics.espritscholen.nl](mailto:m.vanbijlert@aics.espritscholen.nl)

### **Safety Coordinator**

There are two safety coordinators at the AICS. The safety coordinators work closely with the student care coordinators to monitor and evaluate the social safety at school.

#### **Head of Wellbeing Primary**

Lyndsay Gregory  
[l.gregory@aics.espritscholen.nl](mailto:l.gregory@aics.espritscholen.nl)

#### **Head of Wellbeing Secondary**

Breda Kelly  
[b.kelly@aics.espritscholen.nl](mailto:b.kelly@aics.espritscholen.nl)

### **Child Protection and Safeguarding**

The heads of wellbeing for primary and secondary are responsible for ensuring that the protocol for reporting suspected cases of child abuse is implemented and followed in compliance with Dutch law.

#### **Head of Wellbeing Primary**

Lyndsay Gregory  
[l.gregory@aics.espritscholen.nl](mailto:l.gregory@aics.espritscholen.nl)

#### **Head of Wellbeing Secondary**

Breda Kelly  
[b.kelly@aics.espritscholen.nl](mailto:b.kelly@aics.espritscholen.nl)



# 13. CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

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

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 towards all members of our community. 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 obtain 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 certain circumstances the Heads of School are justified in organising an unannounced search anywhere in the school building.

## 13. 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.



## 13. 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 Campus. If, after seeing the Head of Campus, we are still not satisfied, we refer to the Deputy Principal or the Principal. 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 Confidentiality Advisor 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 encourage parents to inform the school in writing about any medical issues or other special needs that our child may have, only when this is relevant to the student's participation in school activities.



#### COURTESY

- 1 We check in at the Welcome Desk upon arrival at the school.
- 2 In order to maintain a 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, and other electronic devices.
- 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 obtain permission from all third parties before posting on social media, in accordance with European Privacy Laws and AICS/Esprit policies.



## 13. CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

### **ABSENCES: LATE ARRIVALS, SICK LEAVE, EXTRA ORDINARY LEAVE (LEAVE OF ABSENCE).**

#### **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 unapproved absences to Bureau Leerplicht (Truancy office) of the municipality where the student is registered.

In case of illness, parents/guardians are responsible for informing the school on a daily basis by using the parent portal before 8.30 a.m.

In case of expected lates/absences (doctor's/dentist appointments), parents/guardians are responsible for informing the school in advance by using the parent portal.

#### **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/en/education/compulsory-education/](http://www.amsterdam.nl/en/education/compulsory-education/)

<https://www.halt.nl/over-halt>

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

Whole school guidelines concerning Extra ordinary leave (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 Campus), 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 iSAMS.

- 1 Parents / Guardians are responsible for the student's attendance at school. If the student is ill, you contact the School Office by 08.30 a.m. on the first day of absence via the parent portal. and then keep the school informed -on a daily basis- of the student's condition, as well as providing medical documentation on request. Please 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 Director (see Extra ordinary Leave (Leave of Absence).
- 2 Parents/Guardians ensure that the student 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.

The AICS closely monitors prolonged or frequent student absence due to illness. The school is legally obliged to report cases of concern to

## 13. CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

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/guardians and the school is imperative.

### Definition

- Long-term illness absence: more than 10 consecutive days sick
- Frequent illness absence: sick more than 4 times in 12 weeks
- 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/guardians 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 Youth doctor. The student and parents/guardians will be invited for a consultation to discuss the reason for absence, to make arrangements for returning to school and if necessary be referred to other medical/care consultants.
- 5 Parents/guardians 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/guardians do not adhere to the agreements that are made with the Youth doctor about returning to school and the absenteeism continues.
- Student and parents/guardians do not appear at arranged consultations with the Youth doctor and the absenteeism continues.



# 14. EXTRA ORDINARY LEAVE (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 an extra ordinary leave (leave of absence). Leave Requests are to be submitted via the parent portal, 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. The Dutch Truancy Laws will be leading for the School's decision approving the request. 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 via the parent portal 6 -8 weeks in advance. The Absence team will consult if necessary with the Amsterdam Truancy Office. Holiday leave will not be granted in the first of the school year.

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/guardian must confirm in writing their acceptance to pay the tuition fees for the requested long-term absence of 3 months.
- The parent/guardian must realise that should they extend the absence for longer than 3 months, they will be required officially to withdraw the student (s) 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 will be communicated to the AICS.



# 15. COMMUNICATION WITH PARENTS/ GUARDIANS AND STUDENTS

We strive to keep open communication channels with our parents and students and encourage you to make appointments with the relevant member(s) of the AICS team if you have particular queries or concerns. In addition, parents and students will receive a monthly update of AICS activities and information via the AICS Parent App 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 AICS parents' society**

The AICS Parents Society (APS) is a parent-led organisation working to build and support an active community of parents around the school.

We host regular social events, such as coffee mornings, and organise clubs around parents' interests. We run popcorn sales and winter fairs. We support the school and the student council

by volunteering at special events and outings. We offer support and community to incoming families. We connect parents to each other and strive to foster a constructive relationship between parents and the school.

Please join us!

Come to a coffee morning, send us an email ([aps@aics.espritscholen.nl](mailto:aps@aics.espritscholen.nl)), or register your interest [here!](#)

## **Participation council (PC)**

The Participation Council (PC) is the legal representation for staff, students and parents from primary and secondary and across both campuses. with the exception of the school leadership team(LT). The Teaching Staff, as well as the Support Staff, are also represented in the Staff Council (SC). In the general PC, the staff council are joined with representatives from the parents and from the students. While the leadership team is responsible for all decisions regarding the school, the PC actively considers, and when necessary, advises the school.

## **Staff council**

The Staff Council is made up of teaching and support staff from both the Primary and

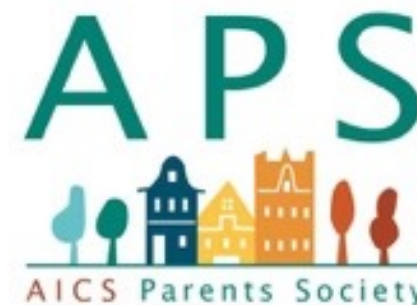
Secondary Schools. It functions in an advisory and policy-making capacity. Suggestions concerning regulations and other appropriate matters may be brought to the notice of Staff Council members.

## **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.

## **Contact.**

The participation council can be contacted via email. [Aics.council@aics.espritscholen.nl](mailto:Aics.council@aics.espritscholen.nl)



# 16. ADMISSIONS PROCEDURE

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 Enquiry 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 Enquiry 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 instructions on how to complete the Application form.

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 and officially add you to the AICS waiting pool, or offer you a place (subject to availability). Your application date (the date you pay the registration fee) determines your place in the waiting pool.



Although we have two campuses, you only need to complete one application. You can make your campus choices via this online application. You will have the option to select multiple campus choices if you wish.

You will be contacted via email and an Open Apply message if a place becomes available. All primary applicants will be invited for an intake. MYP, CP and DP applicants may be invited for an intake and may need to take a placement test for English, Dutch and/or Maths depending on their current level. We will take this into consideration along with the school reports, to help us make the final decision and determine the subject level.

For children entering Group 1, Group 2 and Group 3, 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 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 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 our school.

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 pool.

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.

# Admissions Flow



Enquiry

Application

Space Available

Space  
Offered &  
Admitted

Enrolled

FAMILY

Enquiry completed  
via Open ApplyApplication  
completed, all  
documents uploaded,  
200 non-refundable  
Registration fee paidFamily accepts  
space and  
confirms start  
date

Invoice paid

AICS ADMISSIONS TEAM

Application for  
Enrollment added  
to Open Apply  
ChecklistApplication checked  
and feedback  
provided regarding  
space availability (for  
current school year)**Primary:** Parents are informed the  
space is available, intake (digital or in  
person) takes place, Dutch school is  
contacted (if applicable)**Secondary:** Dutch school contacted  
(if applicable), parents informed space  
is available, MYP/CP/DP Subject  
Choice Form completedFinal review of  
Application,  
student is  
admitted to the  
AICS and  
acceptance mail  
is sent via Open  
Apply; Invoice for  
Tuition and  
Deposit IssuedWelcome mail sent,  
Student uploaded to  
the necessary  
educational  
databasesFIRST DAY OF  
SCHOOL AT THE  
AICS!

3-5 working days

2-3 weeks

1-2 weeks



# 17. FINANCIAL MATTERS

## SCHOOL FEES

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

of a modern, caring and supportive learning environment, membership of international organisations and accreditation services. The school does not make use of sponsoring and has no plans to do so.

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 2023-2024 FOR NEW STUDENTS STARTING IN AUGUST 2023

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1 & CP1	DP2 & CP2
Tuition Fees	€ 5.303,00	€ 5.303,00	€ 5.303,00	€ 6.292,00	€ 6.292,00	€ 7.390,00	€ 7.390,00
Excursion & Activities	€ 133,00	€ 407,00	€ 330,00	€ 605,00	€ 605,00	€ 605,00	€ 605,00
Lunch Supervision	€ 350,00	€ 350,00	€ 350,00	€ -	€ -	€ -	€ -
Year Book	€ 18,00	€ 18,00	€ 18,00	€ 18,00	€ 18,00	€ 18,00	€ 18,00
Examination Fees	€ -	€ -	€ -	€ -	€ 450,00	€ -	€ 850,00
<b>Total School Fees</b>	<b>€ 5.804,00</b>	<b>€ 6.078,00</b>	<b>€ 6.001,00</b>	<b>€ 6.915,00</b>	<b>€ 7.365,00</b>	<b>€ 8.013,00</b>	<b>€ 8.863,00</b>

**Total Deposit € 500,00**

**Paid with the first instalment**

## 17. FINANCIAL MATTERS

### 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 and activities

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 PYP/IBMYP/IBCP/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 2023-2024:

#### Payment structure for new students starting in august 2023:

##### ■ In two instalments:

First instalment and deposit within 14 days from date of invoice. In case the student will start before the 14 days of the due invoice, then payment should be received within two days before the starting date.

The deposit fee is to be paid together with the first instalment, but will be invoiced separately. This means that you will receive two invoices to pay before the starting date.

#### Second instalment by 31 October 2023

### NEW STUDENTS - PAYMENT STRUCTURE FOR 2023-2024

School Group	Full Amount	1st Instalment	1st Instalment Deposit	2nd Instalment
Primary Group 1-5	€ 5.804,00	€ 2.902,00	€ 500,00	€ 2.902,00
Primary Group 6	€ 6.078,00	€ 3.039,00	€ 500,00	€ 3.039,00
Primary Group 7	€ 6.001,00	€ 3.000,50	€ 500,00	€ 3.000,50
Secondary MYP1-MYP4	€ 6.915,00	€ 3.457,50	€ 500,00	€ 3.457,50
Secondary MYP5	€ 7.365,00	€ 3.682,50	€ 500,00	€ 3.682,50
DP1 & CP1	€ 8.013,00	€ 4.006,50	€ 500,00	€ 4.006,50
DP2 & CP2	€ 8.863,00	€ 4.431,50	€ 500,00	€ 4.431,50



## 17. FINANCIAL MATTERS

### Payment structure for new students starting in October 2023 or later:

- Full payment of the invoice and the deposit fee within 14 days from date of invoice. In case the student will start before the 14 days of the due invoice, then payment should be received within two days before the starting date.

### ▪ No instalments options are offered with effect from October 2023.

Payment structure as per the starting month - school year 2022 - 2023

### PAYMENT STRUCTURE AS PER THE STARTING MONTH - SCHOOL YEAR 2023 - 2024

Starting Month	%	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	Secondary DP1 & CP1	Secondary DP2 & CP2	Payment Options
August	100%	€ 5.804,00	€ 6.078,00	€ 6.001,00	€ 6.915,00	€ 7.365,00	€ 8.013,00	€ 8.863,00	In 2 Instalments
September	100%	€ 5.804,00	€ 6.078,00	€ 6.001,00	€ 6.915,00	€ 7.365,00	€ 8.013,00	€ 8.863,00	In 2 Instalments
October	90%	€ 5.225,40	€ 5.472,00	€ 5.375,70	€ 6.225,30	€ 6.675,30	€ 7.213,50	€ 8.063,50	FULL AMOUNT
November	80%	€ 4.646,80	€ 4.866,00	€ 4.780,40	€ 5,535,60	€ 5.985,60	€ 6.414,00	€ 7.264,00	FULL AMOUNT
December	70%	€ 4.068,20	€ 4.260,00	€ 4.185,10	€ 4.845,90	€ 5.295,90	€ 5.615,50	€ 6.464,50	FULL AMOUNT
January	60%	€ 3.489,60	€ 3.654,00	€ 3.589,80	€ 4.156,20	€ 4.606,20	€ 4.815,00	€ 5.665,00	FULL AMOUNT
February	50%	€ 2.911,00	€ 3.048,00	€ 2.994,50	€ 3.466,50	€ 3.466,50	€ 4.015,50	€ 4.015,50	FULL AMOUNT
March	40%	€ 2.332,40	€ 2.442,00	€ 2.399,20	€ 2.776,80	€ 2.776,80	€ 3.216,00	€ 3.216,00	FULL AMOUNT
April	30%	€ 1.753,80	€ 1.836,00	€ 1.803,90	€ 2.087,10	€ 2.087,10	€ 2.416,50	€ 2.416,50	FULL AMOUNT
May	20%	€ 1.175,20	€ 1.230,00	€ 1.208,60	€ 1.397,40	€ 1.397,40	€ 1.617,00	€ 1.617,00	FULL AMOUNT
June	10%	€ 596,60	€ 624,00	€ 613,30	€ 707,70	€ 707,70	€ 817,50	€ 817,50	FULL AMOUNT
July	10%	€ 596,60	€ 624,00	€ 613,30	€ 707,70	€ 707,70	€ 817,50	€ 817,50	FULL AMOUNT

## 17. FINANCIAL MATTERS

### EXISTING STUDENTS – BREAKDOWN OF THE FEES FOR 2023-2024

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1 & CP1	DP2 & CP2
Tuition Fees	€ 5.303,00	€ 5.303,00	€ 5.303,00	€ 6.292,00	€ 6.292,00	€ 7.390,00	€ 7.390,00
Excursion & Activities	€ 133,00	€ 407,00	€ 330,00	€ 605,00	€ 605,00	€ 605,00	€ 605,00
Lunch Supervision	€ 350,00	€ 350,00	€ 350,00	€ -	€ -	€ -	€ -
Year Book	€ 18,00	€ 18,00	€ 18,00	€ 18,00	€ 18,00	€ 18,00	€ 18,00
Examination Fees	€ -	€ -	€ -	€ -	€ 450,00	€ -	€ 850,00
<b>Total School Fees</b>	<b>€ 5.804,00</b>	<b>€ 6.078,00</b>	<b>€ 6.001,00</b>	<b>€ 6.915,00</b>	<b>€ 7.365,00</b>	<b>€ 8.013,00</b>	<b>€ 8.863,00</b>



## 17. FINANCIAL MATTERS

### PAYMENT STRUCTURE FOR EXISTING STUDENTS RETURNING IN AUGUST 2023:

- Payment of the invoice by the 1st of July 2023:
- In two equal Instalments:
  - >> First Instalment, equal to 50% of the full school fees, by 1 July 2023:
  - >> Second Instalment, equal to 50% of the full school fees, by 31 October 2023.



### PAYMENT STRUCTURE FOR EXISTING STUDENTS RETURNING IN AUGUST 2023

School Group	Full Amount	1st Instalment	2nd Instalment
Primary Group 1-5	€ 5.804,00	€ 2.902,00	€ 2.902,00
Primary Group 6	€ 6.078,00	€ 3.039,00	€ 3.039,00
Primary Group 7	€ 6.001,00	€ 3.000,50	€ 3.000,50
Secondary MYP1-MYP4	€ 6.915,00	€ 3.457,50	€ 3.457,50
Secondary MYP5	€ 7.365,00	€ 3.682,50	€ 3.682,50
DP1 & CP1	€ 8.013,00	€ 4.006,50	€ 4.006,50
DP2 & CP2	€ 8.863,00	€ 4.431,50	€ 4.431,50



### 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 circum-

stances, 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 School 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.

In case the student will start before the 14 days of the due invoice, then payment should be received within two days before the starting date.

### 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.

## 17. FINANCIAL MATTERS

### The notice periods are:

The notice period is 30 days' written notice (counted from the last school day attended) via a completed withdrawal form.

The deposit will only be refunded when:

- The notice period of 30 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 AICS MacBook has been returned (secondary students only, if applicable). If the MacBook is not returned or damaged, the relevant cost will be deducted from your deposit.
- The child has officially left the AICS.

The refund will take approximately 4 – 10 weeks to be credited into your bank account.



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

*The refund displayed is based upon the school fees being paid in full.*

Exit during Month	%	Primary	Group 6	Group 7	Secondary	DP1 & CP1	DP2 & CP2
August	75%	€ 4.353,00	€ 4.558,50	€ 4.500,75	€ 5.186,25	€ 6.009,75	€ 6.009,75
September	50%	€ 2.902,00	€ 3.039,00	€ 3.000,50	€ 3.457,50	€ 4.006,50	€ 4.006,50
October	50%	€ 2.902,00	€ 3.039,00	€ 3.000,50	€ 3.457,50	€ 4.006,50	€ 4.006,50
November	50%	€ 2.902,00	€ 3.039,00	€ 3.000,50	€ 3.457,50	€ 4.006,50	€ 4.006,50
December	40%	€ 2.321,60	€ 2.431,20	€ 2.400,40	€ 2.766,00	€ 3.205,20	€ 3.205,20
January	30%	€ 1.741,20	€ 1.823,40	€ 1.800,30	€ 2.074,50	€ 2.403,90	€ 2.403,90
February	20%	€ 1.160,80	€ 1.215,60	€ 1.200,20	€ 1.383,00	€ 1.602,60	€ 1.602,60
March	10%	€ 580,00	€ 607,80	€ 600,10	€ 691,50	€ 801,30	€ 801,30
April	0%	€ -	€ -	€ -	€ -	€ -	€ -
May	0%	€ -	€ -	€ -	€ -	€ -	€ -
June	0%	€ -	€ -	€ -	€ -	€ -	€ -
July	0%	€ -	€ -	€ -	€ -	€ -	€ -

## 17. FINANCIAL MATTERS

### 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 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.



# 19. STUDENT SCHOOL SUPPLIES LIST

## 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
- School lunch box, snack bags, and water bottle
- Gym bag marked with child's name
- Indoor gym shoes
- AICS T-shirt (1st T-shirt provided by school, additional T-shirts can be purchased) and athletic training shorts
- Waterproof trousers and raincoat - to remain at school (Groups 1-3 only)
- Waterproof boots - to remain at school (Groups 1-3 only)
- Spare change of clothes is advisable for the early years

***Please clearly label all items with your child's name.***

## 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, CP 1 – 2, DP1 - 2)
- Gym bag marked with child's name





## 20. COMPLAINTS PROCEDURE AND CONFIDENTIALITY

### 1. Complaints procedure

As an Esprit School the AICS follows the Esprit Schools complaints procedure. To see the full procedure, please click [here](#).

### 2. Confidentiality advisors

Students and parents can consult the internal confidentiality advisors concerning confidential problems in the areas of bullying, (sexual) intimidation, discrimination and aggression. Please check our [website](#) for the full details.





# 21. CONTACT US

## SENIOR LEADERSHIP TEAM

### Principal

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### Deputy Principal Business and Organisation

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### Deputy Principal Curriculum

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## ADMIN, ORGANISATION AND HR

### Leader of Administration

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### Leader of Operations

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### Leader of Systems and Technology

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### HR Advisor

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## CAMPUS LEADERS SOUTH

### Primary Head

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### Primary Deputy Head

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### Secondary Head

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## CAMPUS LEADERS SOUTH EAST

### Primary Head

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### Primary Deputy Head

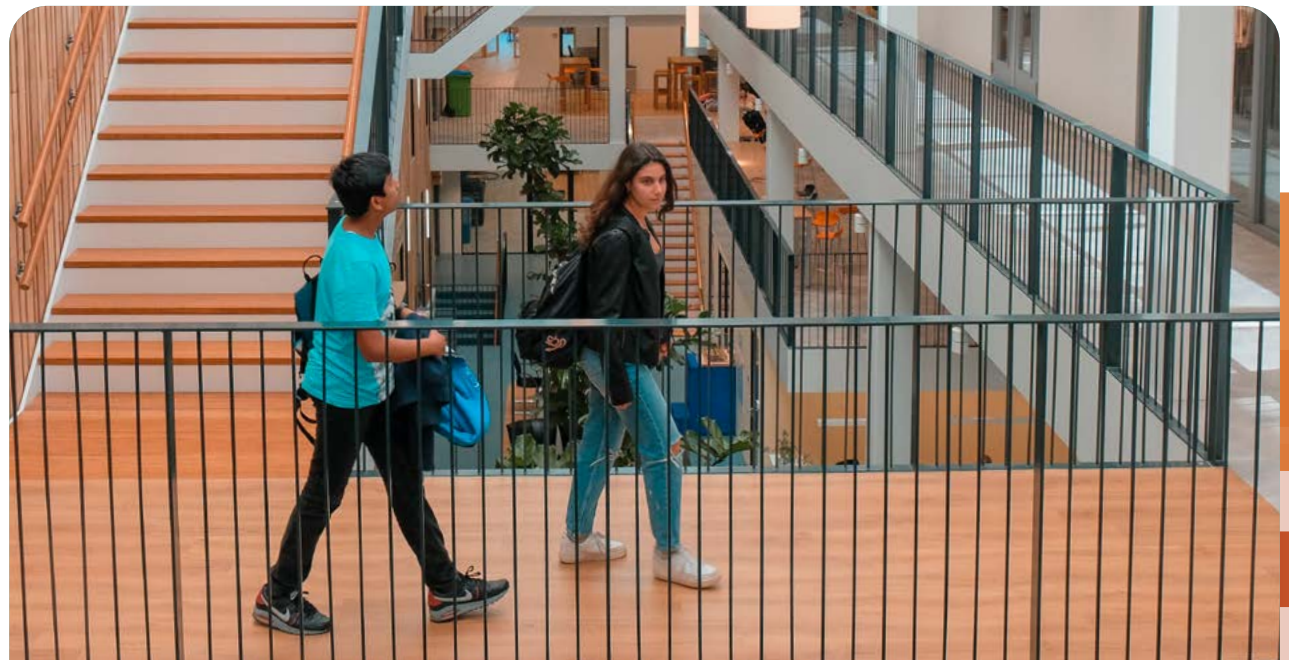
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### Secondary Head

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### Secondary Deputy Head

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### WELL-BEING AND COMMUNITY

#### Head of Well-Being Primary

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#### Head of Well-Being Secondary

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#### Head of Community Relations

Jessica Morriss

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### CURRICULUM: IB COORDINATORS

#### IB PYP Coordinator

Katina Rikkert

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#### IB MYP Coordinator

Claudia Casalino-Korevaar

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#### IB CP Coordinator

Fred Blokzijl

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#### IB DP Coordinator

Sabrina Stremke

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## 21. CONTACT US

### 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](mailto:info@onderwijsgeschillen.nl)

For the Esprit complaints procedure please see our website.

### AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL

#### Aics South Campus

#### Primary & secondary school

Arent Janszoon Ernststraat 1179

1081 HL Amsterdam

Phone: 020 577 12 40

#### Aics South East Campus

#### Primary & Secondary school

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Amsterdam International  
Community School

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