

SCHOOL GUIDE 2026 / 2027

International education in English for
Primary & Secondary



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

AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL

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Primary & Secondary School

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WELCOME TO THE AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL

At the Amsterdam International Community School, we have a simple, but sincere vision: to be a community where learning is at the heart of everything we do.

This year, we enter an exciting chapter in the AICS story as we turn our focus to outdoor learning. We believe that nature inspires a unique sense of curiosity and resilience; it is an integral part of our learning that allows students to grow and reflect in meaningful ways. By embracing the world outside our classrooms, we help our learners stay grounded in real-world connections while preparing them to shape a sustainable future.

As an internationally mobile community, our staff know from their own experience how important a sense of belonging and inclusion is for a new family, settling in a new country. Many of us have navigated the same transitions you are making now, and we are committed to ensuring that the AICS feels like home from the very first day.

We are a learning organisation, we aim to grow with purpose, balancing stability with innovation and academic excellence with inclusion. Aligned with the Esprit Education Manifesto, every decision we make is guided by one central question: What impact will this have on student learning? This focus ensures we stay accountable to our shared goals and to the high expectations of our community.

Together, as students, staff, and parents, we continue to build our school: our future. We hope this guide gives you a clear sense of who we are, and we truly look forward to welcoming you to the AICS.

With warm regards,

Rynette de Villiers



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 five ambitions:

*Hope and possibilities for all students,
Personal development, Attractive to
employees, Sustainability, Navigating
the digital world.*

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 AICS is part of the Esprit School Group, a large group of many different schools in Amsterdam (Primary and Secondary schools).

Other member schools of Esprit are: ALASCA, Berlage Lyceum, DENISE, Cartesius Lyceum, 4de Gymnasium, Marcanti College, Mundus College, Spring High, Europaschool, de Eilanden, de WSV, Montessorischool Landsmeer de Verwondering and TASC. 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.



2. ESPRIT'S VALUES: INSPIRING, INNOVATIVE, INTERNATIONAL

Our name says it all: Esprit is energy, vitality and inspiration. Esprit Schools stand for a contemporary – and sometimes contrary – approach to education, with an open connection to the whole world. Esprit is innovative and future-focused, with a strong emphasis on possibility and resilience.

At Esprit Schools, we prioritise the personal development of our staff, both as individuals and in their roles as employees. Because our schools are close-knit communities that unite the learning journeys of staff and



students alike, it's no wonder that they find their way to Esprit. To facilitate this, we are courageous in going off the beaten path and pushing our own boundaries. The diversity within our schools is clear in everything we do. We offer education ranging from liberal arts and sciences to practical education, from education for newcomers to Montessori education, and from grammar school to international education. Our students are aged from four to 18 years and come from every part of Amsterdam. This diversity provides opportunities for thinking and acting outside the box, and for education without boundaries.

3. PROGRESS ON EDUCATIONAL QUALITY AT THE AICS

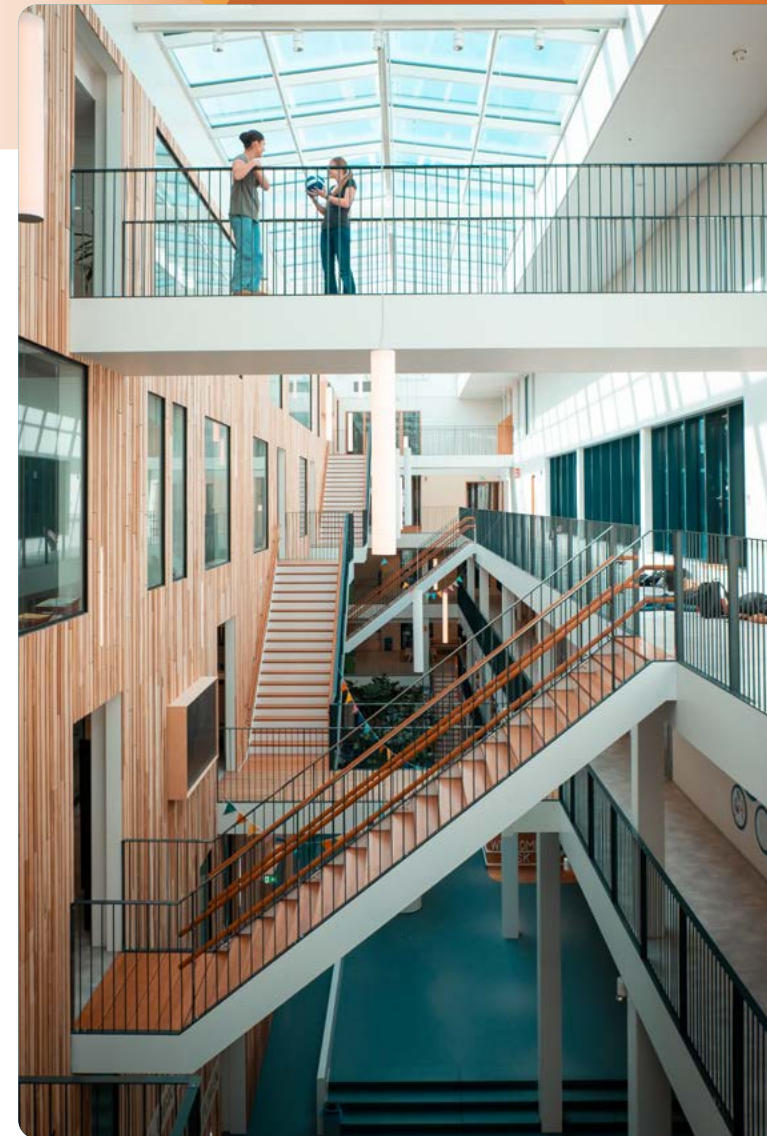
At the AICS, important values are fundamental to our work. They include diversity, integrity, inquiry and community. These values embody who we are and are the starting point for achieving our goals.

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.

As an international IB accredited and CIS (Council of International Schools) school, we follow an extensive five year quality improvement cycle. In between the evaluation visits, the school undergoes preliminary visits and preparatory visits from the organisations in order to ensure ongoing progress. In 2021-22, the school successfully underwent a combined evaluation (CIS and IB) of all aspects of the quality of the whole school. This made the Amsterdam International Community school the first fully accredited IB world school in the Netherlands, offering the full IB continuum.

The AICS is a Dutch international school with an internationally mobile community. Our students join the school for a short period of time (average 3-4 years) whilst their parents are working in the Netherlands. We also have Dutch students who have lived abroad with their parents for a longer period of time and have been school there in an international curriculum. This means that progress tracking per individual is limited.

As a Dutch International School, we use the recommendations from the Dutch Inspectorate, CIS and the International Baccalaureate to achieve our goals and improve our school. In October 2026, the school will undergo its next synchronised IB/CIS evaluation visit. We have been preparing for this visit over the past four years, fully meeting the high quality expectations of both organisations. We are delighted to see the effect of our quality cycle in the excellent DP and CP results over the past years. These are shared with the whole community via the school website and further down in this school guide.



3. PROGRESS ON EDUCATIONAL QUALITY AT THE AICS

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.

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 have introduced 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. The [Community Safety Agreement](#) and the [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 partly stated funded (subsidised) Dutch subsidised international school. This enables us to deliver high-quality education at competitive fees.
- The AICS is not a private school and 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: ALASCA, Berlage Lyceum, DENISE, Cartesius Lyceum, 4de Gymnasium, Marcanti College, Mundus College, Spring High, Europaschool, 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 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, DENISE and ALASCA.

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 inter-



nationalising, 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 DENISE.

6. ONE SCHOOL, TWO CAMPUSES

The AICS is one school with Two campuses; South and Sandcastle. The curriculum and the approach to teaching and learning is aligned between the campuses. Staff and the Student Council, from both campuses, work closely together.

THE SOUTH CAMPUS

South Campus is located on A. J. Ernststraat and accommodates approximately 1,200–1,400 students, with around 600–700 students in both the Primary and Secondary schools. The campus features two large PHE halls, a Little Gym, and a spacious central Atrium that serves as the heart of the school. Outside, students enjoy generous playground areas with play equipment, a panna-field, and landscaped green spaces, creating an engaging environment for learning and play.

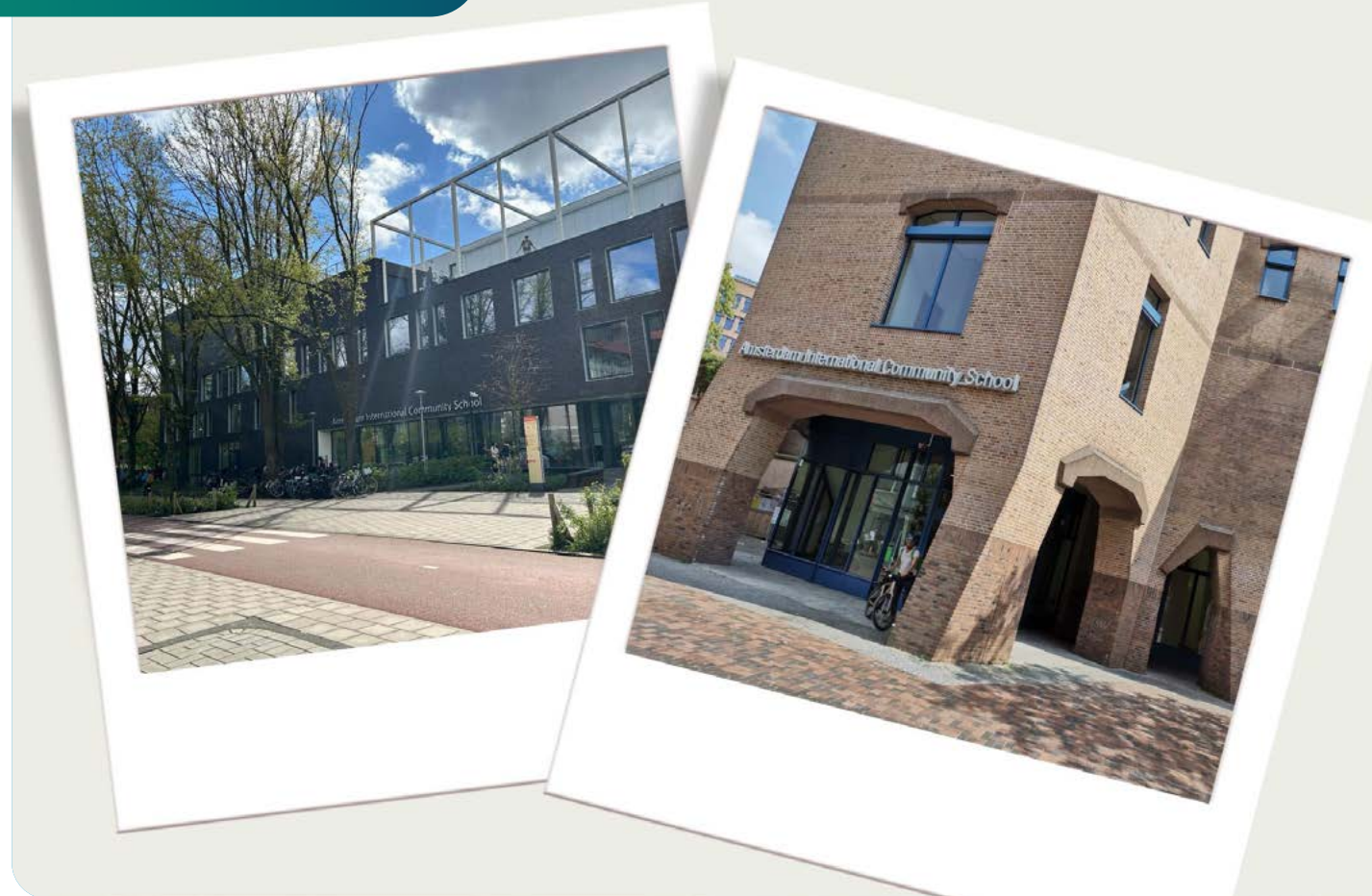
THE SANDCASTLE CAMPUS

AICS South East is located in the “Sandcastle,” a former bank office complex consisting of ten towers and several outdoor areas with monumental status. The building accommodates approximately 1,400 students, including 700 Primary students and 600–700 Secondary students. It also features a Little Gym, a beautiful Lecture Hall, and a Primary Hall.

TRANSFERRING BETWEEN CAMPUSES

Transferring between campuses during the Primary years and during the middle years programme is not possible.

Students start and remain at one campus throughout the Primary and Middle Years Programmes. Career-related Programme is currently offered at the South Campus only.



7. CURRICULUM INFORMATION PRIMARY SCHOOL

ALL OF THE INFORMATION BELOW APPLIES TO AICS SOUTH AND AICS 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

Within the Student Support Centre: Fireflies programme in the Primary school there are two age-level related groups at each AICS Campus, a younger years group of students between the age of 4-8, and an older years group of students between the age of 8-11.

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 May 31st of the same school year. In the Netherlands, children usually join the day or week after their 4th birthday. Those who turn 4 after May 31 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 2025 and joins G1. He stays in G1 throughout the academic year and returns to G1 in the new school year August 2026, 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 2026 and Max only turns 5 on November 22 2026, so he 'misses' the cut off.



7. CURRICULUM INFORMATION PRIMARY SCHOOL

SUPPORTING A SUCCESSFUL START FOR YOUR CHILD IN GROUP 1

Starting school is an exciting and important moment for both children and parents. It is normal to feel both happy and nervous during this transition.

Over the years, we have seen that some skills and experiences help children feel more confident and successful when starting Group 1. We kindly ask parents to practice these skills with their child before school begins.



A child starting Group 1 should be able to:

- communicate their toileting needs and use the bathroom independently
- dress independently or with minimal help, including putting on shoes and jackets
- eat snack and lunch independently
- follow a regular sleep schedule and get 10–12 hours of sleep each night

It also helps when children have had opportunities to spend time away from their parents in social settings, such as daycare or playdates.

Children who can do these things independently, sleep well, and have experience being without their parents often start school feeling confident, ready to learn, and ready to build friendships. This is our goal for every child.

Children can also notice when parents feel nervous or anxious about starting school. This can sometimes make the transition more difficult. Although it may feel emotional, we encourage parents to say goodbye with a calm and positive attitude. If you feel you need additional support with separation, please contact the [Parent Child Team](#).

AICS South Campus:

Songul Kamali
s.kamali@oktamsterdam.nl

AICS South East Campus:

Jamie Geldorp
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Throughout the school year, we will have scheduled opportunities to connect with parents. Unfortunately, we are not able to meet or email every day. If we have concerns or questions about your child's development, we will contact you. Of course, parents are also welcome to reach out with questions when needed. We politely ask that you respect that morning drop-off and after school pick up is not the best time to ask, as teachers are busy supporting students at this time

Please remember: if you do not hear from us outside of newsletters and parent-teacher meetings, this is a sign that all is going well.

As a Group 1 team, we are excited to welcome your child into our classroom community. Supporting, caring for, and teaching young children is both our profession and our passion, and we look forward to working together with your family.

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

**For the Fireflies classes, each school year the Community group may change. This is to accommodate for the mixed-age level range per group.*

Primary classes have a maximum of 23 students; in exceptional circumstances classes may exceed this number.

Primary classes within the AICS Student Support Centre: Fireflies 1& 2 programme have a maximum of 10-12 students; students within the Fireflies 3 programme have a maximum of 5 students.

In order to ensure an optimal learning environment for our students, the profile of class groups at the AICS is guided around the principles of mixed attainment levels; We aim to create balanced class groups by considering:

- Attainment levels
- Social, emotional, and educational needs
- English language proficiency
- Behavioural needs

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'.

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 Personal, Social and Physical Educa-



tion (PSPE). The school also works with external specialists to support language learning and music.

Teaching Assistants are assigned to different groups throughout the school to offer further support for teaching and learning where needed. In some groups a teaching assistant is assigned full time and in other groups a teaching assistant supports across a number of groups. All Fireflies classes have a full-time assistant. 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.

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-centred 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 are; *Thinkers, Inquirers, Knowledgeable, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.*

The Approaches to Learning focus on learning how to learn and help instill lifelong learning skills in our students. There are five focuses for ATLs; communication skills, social skills, thinking skills, self-management skills and research skills. They are designed in a way that allows for them to be developed and applied across all areas of the curriculum and in different contexts, in and out of the classroom.

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 global citizens of the world.

7. CURRICULUM INFORMATION PRIMARY SCHOOL

Field Trips

AICS students take part in field trips throughout the school year. These trips are connected to units of inquiry. All groups, including the Fireflies classes, plan their own trips. This means that Fireflies students go on field trips with the Fireflies classes. In some cases, if a Fireflies student joins a group-level class for more than half of their school week, they may join a group-level field trip.

AICS students in groups 6 and 7 attend an overnight camp with their year group and teachers. Prior to camp, Group 6 and 7 teachers will inform parents of how to prepare their children for a successful camp experience.

Outdoor Learning

Students take part in regular outdoor learning inquiries with their class teachers.

A growing number of groups from group 1 to 7, extend their classrooms outdoors. They take regular direct experiences around the natural neighbourhood that are related to their Transdisciplinary Units. While enjoying a healthy environment, our students develop their creativity, problem solving skills and executive functions - working memory, control of attention, cognitive flexibility. Beside this, groups 6 and 7 also attend the Schooltuin programme (School Gardens). "The more high-tech our lives become, the more nature we need" *[Richard Louv]*. Outdoor Learning boosts school outcomes, is crucial for health and wellbeing and is a fundamental for environmental education.

This academic year, the school's focus will be on outdoor learning as we continue to explore innovative ways to incorporate nature education throughout our curriculum. We look forward to sharing how this has come to life across the Primary School.





LANGUAGES

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

English:

At AICS, our academic language of instruction is English. Many of our international students are learning English in addition to their home language. We value the linguistic diversity of our school community and encourage students to use and share their home languages. To support this, we use approaches such as translanguageing and connections with the wider school community. 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 teachers to grasp the depth of thinking and feeling of the student in their writing. We provide specific English Language Acquisition support to students learning English as an emerging language. This may take place in the classroom or in separate sessions, depending on the needs of the students.

We supplement the PYP transdisciplinary units of inquiry with Writing and Reading Workshop, resources developed by the Teachers College Writing and Reading Project.

The Reading Workshop is an approach that fosters a love of reading while building essential literacy skills. Students develop fluency, comprehension and analysing skills by combining explicit instruction with independent exploration. Through mini-lessons, independent reading, and guided discussions, children explore diverse texts at their own pace.

The Writing Workshop approach celebrates each child's unique voice while building essential writing competencies. Our young authors develop not just technical skills, but also creativity, confidence, and a genuine love for self-expression through writing. Through regular writing celebrations, students share their work and take pride in their growth as writers. Each student is exposed to the genres of fiction, non-fiction and opinion writing.

7. CURRICULUM INFORMATION PRIMARY SCHOOL

Additionally, through the phonics programme, students explore the structure and variations of the English language. The phonics programme complement our Reading and Writing Workshops by helping children:

- Use language effectively with foundational skills
- Understand the meaning, form, and purpose of words
- Develop appreciation for the beauty and power of language

This integrated approach ensures students become confident, thoughtful communicators.



7. CURRICULUM INFORMATION PRIMARY SCHOOL



Dutch Language Curriculum

All Primary students take part in Dutch lessons which are taught by a Dutch language specialist teacher or by the organization Lucia Marthas. Lucia Marthas is a leading institute for performing arts in The Netherlands. Through activities such as singing, dancing and acting, students engage and connect with the Dutch language in an interactive and creative setting.

Dutch Language Acquisition

The focus of the Dutch lessons is to introduce our international students to the Dutch language and culture through PYP language acquisition units. The aim of these units is to expose the students to a new language, help them to build a genuine interest in learning the language and immerse our students in Dutch culture. By combining language learning with cultural exploration, we create opportunities for students to develop a passion for both the language and give students an insight into the culture of the country they are currently living in.

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.

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, when there are authentic learning connections. Maths skills and knowledge are also taught through stand-alone Maths lessons.

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 the 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.

www.numicon.com



7. CURRICULUM INFORMATION PRIMARY SCHOOL

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.

SOCIAL STUDIES

Social studies within the PYP is integrated in the curriculum with the aim for students to develop an understanding of themselves and others, and their place in an increasingly global society.

Social studies education aims to enable students to participate in a changing society as informed, confident, and responsible citizens.

Social Studies in the New Zealand Curriculum, Ministry of Education (1997)

Social studies is presented in five learning strands: *Human systems and economic activities, Social organisation and culture, Continuity and change through time, Human and natural environments, Resources and the Environment.* Our inquiry-based approach encourages students to explore social studies concepts and use important skills linked to understanding social studies. These skills may include asking questions, using & analysing evidence, orientating place/time, identifying places in society and using a variety of sources.

Social studies education empowers students to be informed, confident, and responsible citizens, ready to engage in their classroom, school, community, and the world, while understanding their role in their communities.



7. CURRICULUM INFORMATION PRIMARY SCHOOL

THE ARTS

The Arts, consisting of dance, drama, music and visual arts, are integrated into the PYP curriculum. Throughout the PYP the arts are taught through an authentic inquiry context to explore the concepts of communication, symbolism, cultural bridges, identity, perspective and the creative process. By responding and creating with the arts, multiple entry points are provided for students to access the curriculum and engage with the world around them. Students receive additional specialist lessons for dance and music, giving them further opportunities to develop their artistic expression in an environment beyond their classroom.



7. CURRICULUM INFORMATION PRIMARY SCHOOL

TECHNOLOGY IN THE PRIMARY CLASSROOM

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: Digital Literacy and Wellbeing 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.



PRIMARY DEVICE AGREEMENT

Primary agreements

Shared Classroom Devices (iPads and MacBooks)

- Each teacher is expected to work with their class at the beginning of the year to co-create device agreements as part of their classroom agreements.
- Students should follow the classroom device agreements when using the MacBooks and iPads and only use them for learning as directed by the teachers.
- If students do not follow the agreements, they will lose access to the shared devices for a period of time determined by the class teacher.
- To support individual learning or communication needs, some Firefly students may use a school iPad in all areas of the school.

Personal Devices

- Students in Groups 1-5 and Fireflies should not bring any personal devices to school (including smartphones, smart watches and air tags).
- Students in Groups 6 and 7 may bring personal devices to school if they need them for the journey to or from school.
- In Groups 6 and 7, students are responsible for handing in their personal devices to their teacher at the beginning of the day and collecting them at bedtime.
- Devices are kept in a locked cupboard throughout the school day.
- Students may not use personal devices during the day; any family contact must be made through the Welcome Desk.

COMPUTATIONAL THINKING

Whilst technology can help us solve complex problems or tasks, we first need to break them down to understand the ways in which they can best be solved. Computational thinking, a specialist subject in Primary, allows us to approach and understand complex problems and develop possible solutions, with instructions that can be understood by humans or computers. Computational thinking has significant benefits for children of all ages but is normally only taught in Secondary schools. At AICS we stimulate computational thinking throughout the Primary school via programmable robotics and other 'unplugged' programming activities. It introduces an iterative approach to problem solving, providing a logical progression to Secondary school subjects such as Design, ToK and Computer Science. Problem solving and critical thinking skills built into these immersive activities persist and are readily transferable to academic learning and social skills development. Robotics taught within this structure is therefore not only highly engaging, it provides critical and long-lasting skills that will be of use throughout a student's education and future careers that are as yet unknowable.

7. CURRICULUM INFORMATION PRIMARY SCHOOL

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 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 and health 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 & problem solving, Games, Movement Composition and Active Living.

Students are required to have the following gym kit in order to participate in 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 be stretchy to allow freedom of movement; ex: shorts, t-shirts, sweatpants (no jeans, button shirts, dresses, skirts) No jewelry, please inform the teacher if jewellery cannot be removed due to religion/medical reasons.

Groups 3-7

- Sporty shoes (no high heels, rain boots, sandals, etc).
 - In the winter time, shoes must be non-marking indoor shoes (**no black soles**).
- No jewelry (Collars, bracelets, watches, rings, big earrings).
- Water Bottle
- Hat & sunscreen (sunny days).
- Extra dry clothes that will stay in the classroom for rainy days.

Failure to be prepared on a PSPE 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 inform the classroom and PSPE teacher in advance.

PSPE Facilities

Groups 1, 2 and Fireflies in both campuses have their PSPE lessons on campus in a small gym. They do not wear shoes for the lesson.

Group 3-7:

Sandcastle:

Gym lessons happen in external facilities all



year round. Sporthall (Winter: November to April/May). Sports Fields (Summer: September - October & May - July)

Gym lessons during the warmer months (September - October & May - July) take place at external facilities. During colder months (November - April) gym lessons will take place indoors at the South Campus.

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. When possible students from the Fireflies programme also attend.

Swimming

Parents are firstly responsible to ensure their children are given the opportunity and support needed to obtain their A-diploma.

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 of working towards their Diploma A, at the minimum. 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. Swimming guidelines will be sent by the Group 5 team.

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

- Swim bag
- Swimsuit
- Towel

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 music 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 group 7) 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.

Transitioning from the PYP to the MYP

A student's first day in Group 7 marks the first day of a two-year transition programme into the MYP. To support our students in this important

transition from Primary school to Secondary school, time is needed to gradually introduce the students to the structure and expectations of the MYP programme. In Term 2 of Group 7, students will start attending 'taster' lessons

in MYP 1. Group 7 students will experience a combination of MYP lessons such as (and/or) Maths class, an Integrated Sciences lesson, a mentor class, etc. Both Group 7 students and Group 7 parents will be invited to attend a series of webinars and information sessions about the MYP at the end of Term 2 in Group 7 to further facilitate this transition.

8. THE PRIMARY SCHOOL DAY

We ask all children and parents/guardians to wait outside until it is time for the children 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: 8:10 (Students wait in welcome area sitting calmly)

- Students walk to class: 8:20
- Registration / lessons / Start 08:30
- Lessons
- Morning break/Play time - 30 minutes
- 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)



Primary hours overview at the AICS:

Students have 24 hours of lessons in the week of which						
	PYP Instruction	ELA	Dance	PHE	Music	Library
Group 1	18,5	3	0,5	1	0,5	0,5
Group 2	18,5	3	0,5	1	0,5	0,5
Group 3	18,5	3	0,5	1	0,5	0,5
Group 4	18	3	0,5	1	1	0,5
Group 5	18	3	0,5	1	1	0,5
Group 6	18	3	0,5	1	1	0,5
Group 7	18	3	0,5	1	1	0,5
Fireflies 1	18,5	3	0,5	1	0,5	0,5
Fireflies 1	18	3	0,5	1	1	0,5
*Students receive 1h of Dance for half of the year *Group 5 receive 1h of swimming for half of the year *Group 6 and 7 receive gardening lessons						

8. THE PRIMARY SCHOOL DAY

Snack and lunch

Students need to have a snack and lunch provided from home. Parents/guardians are asked to send healthy foods. Please avoid sweets and chocolate. Only water is allowed in water bottles. Students are able to refill their bottles in their village. Please label the boxes and drink containers with your child's name.

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. 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; older children may continue to work whilst they eat their snack.

Outside Play

Students have outside play twice during the school day. The morning play time is supervised by teachers, volunteers and Kind&Co staff. The afternoon play has Kind&Co staff that run various activities to support student engagement and play on the playground.

Clothing for Outdoor Learning and Outside Play

There is no such thing as bad weather, only bad clothing. We prioritise outside play and will go outside when it is raining. All families are expected to check the weather forecast and children are to come to school dressed in comfortable clothing, appropriate for all weather conditions, with a special attention on waterproof shoes appropriate to wet grounds:

- Waterproof shoes, waterproof coat with a hood, and rain pants

- A scarf, waterproof gloves and beanie for cold weather
- Hat for sunny weather.

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.

PARENT TEACHER COMMUNICATION

- You will be invited for a Meet the Teacher meeting at the start of the school year/when your child joins the school.
- You will be invited for one parent-teaching conference after the Term 1 Report and one student-led conference at the end of the school year.
- If you would like to speak with your child's teacher outside these moments please arrange an appointment; teachers are not able to speak at length at pick up
- If you need to communicate with your child's teacher in the morning please do so via email before 8:00am.
- 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

After-School Clubs

The after-school clubs program offers a variety of age-appropriate activities for all Primary students across both campuses. Our students can participate in activities such as dance, sewing, chess, art, guitar, film, and many more. All of our after-school clubs are coordinated by Kind&Co Ludens, an established and professional non-profit organization with extensive experience in after-school care and activities for international schools in the Netherlands.

Information about these clubs will be shared via the AICS Parent App. If you're interested in running an after-school club, please reach out to the After-School Clubs coordinator, Larissa Jansen, at afterschoolclubs@kindencoludens.nl. For more details, visit the After-School Clubs page on the AICS website.

After-School Care (BSO)

After-school care at both our South and Sandcastle (SE) campuses is provided by Kind&Co Ludens. Their after-school care services are located within the South and Sandcastle (SE) school buildings. Kind&Co Ludens is an established and professional non-profit organization with extensive experience in after-school care for children aged 4 to 12.



At Kind&Co Ludens, children are encouraged to follow their curiosity and explore the world on their own, with each child adding their own unique touch to their future.

For any questions regarding after-school care, please contact Kind&Co Ludens directly.

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. These programmes aim to develop internationally minded people who recognise their common humanity and shared guardianship of the planet, and 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 or <https://ibo.org/programmes/>

IB MYP (INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME)

The MYP is a concept-based inquiry curriculum that promotes high-order thinking skills. The programme is completed in MYP5 with eAssessments leading to an MYP Certificate or Course Completion. MYP classes have a maximum of 23 and 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)

THE CORE ELEMENTS

- Personal Project
- Service as Action

Personal Project

The Personal Project (PP) allows students 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 is also externally moderated for the eAssessment results. More detailed information about the PP can be found in the PP Students Guide.

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.

More details are available on the Student Service Guide.

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 (ATLs). A unifying thread throughout all MYP subject groups that provide the foundation for independent learning and encourage the application of knowledge and skills in unfamiliar contexts. Developing and applying these skills helps students learn how to learn.
- Language and identity. MYP students are required to learn at least two languages, English and Dutch. The third language starts in MYP2 and it is an individual choice. 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 'Best Language' club for French, Spanish, Italian and German at a language and literature level.

eAssessment

In MYP5 at AICS, the students sit the culminating IB MYP exam. The eAssessment is an innovative exam that combines onscreen examinations (on the school computers), ePortfolios (samples of student coursework), completion of the core elements (the Personal Project and Service As Action) (<https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>).

The eAssessment is based on students' conceptual understanding and focuses on synthesising information, evaluating findings and applying

them to real-world situations. The eAssessment results are externally moderated by IB examiners and provide a reliable indication of the skills, knowledge, and understanding that students have developed during the MYP. In addition, it provides MYP5 students with a strong foundation for the challenging academic requirements of the IB Career-related Programme (CP) and Diploma Programme (DP). The eAssessment involves all the MYP5 students, and it takes place in May. An official IB MYP Certificate or a Course Overview will be awarded to MYP5 students who successfully meet the eAssessment requirements.

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



THE MYP CERTIFICATE

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

- Five on-screen examinations from each of the four required subject groups, plus the interdisciplinary assessment
- One ePortfolio from a course of study in Language Acquisition (instead of a Language Acquisition, a student may opt for two Language and Literature subjects)
- One ePortfolio 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 apply to 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.

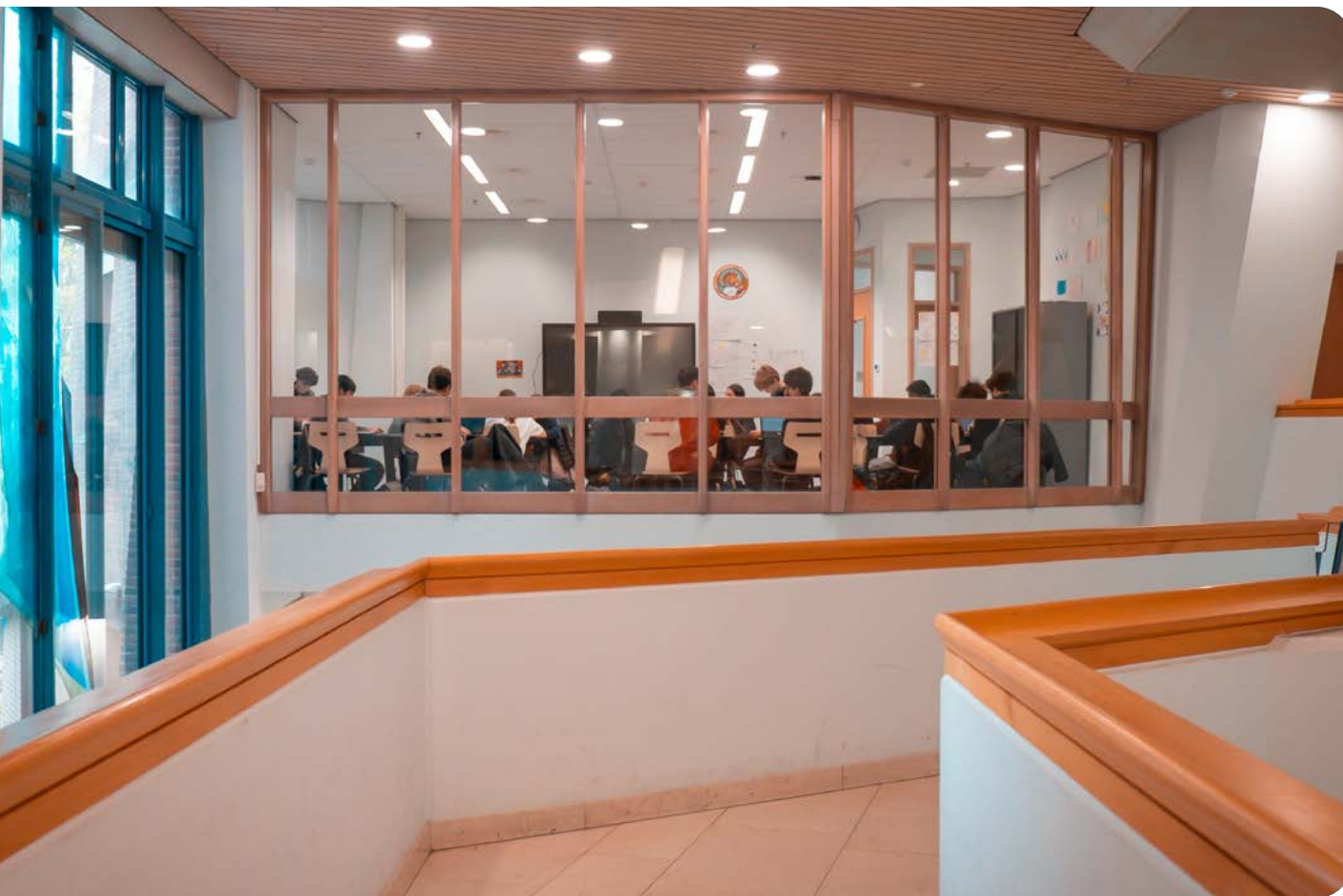
Students who have completed the IB MYP programme can apply for any higher education courses in any school or college in India.

Further information about the recognition of IB awards in different countries is available through our Career Guidance Counsellors and IB coordinators.

9. CURRICULUM INFORMATION SECONDARY SCHOOL

OVERVIEW OF TOTAL AMOUNT OF LESSON HOURS PER STUDENT PER SUBJECT AREA

MYP Students	MYP1	MYP2	MYP3	MYP4	MYP5
Dutch	4	4	4	4	4
English	4	4	4	4	4
German (MYP 2-5)*		3	3	3	3
Spanish (MYP 2-5)*		3	3	3	3
French (MYP 2-5)*		3	3	3	3
*In MYP 2 students must choose either German, French or Spanish. They continue with this subject in MYP 3-5					
Integrated Humanities	4	4	4	4	4
Integrated Science	3	3	5	5	5
Mathematics	4	4	4	4	4
Music	2**	2	2	3***	3/4****
Theatre	2*	2	2	3***	3/4****
Visual Arts	2	2	2	3***	3/4****
Design	2	2	2	3	3/4****
** MYP 1 students have 4 hours working on creative projects connected to Theatre and Music					
*** In MYP 4, students choose Visual Arts or Theatre or Music (1 out of 3)					
**** In MYP 5, students follow the same structure as in MYP 4. Students follow 4 lessons for their ePortfolio Arts or Design. The non-portfolio hour becomes an i-study.					
26-27 is a transition year therefore MYP 5 students will follow the same structure for Visual Arts, Theatre and Design					
Physical and Health Education	4	4	3	3	3
Mentor	2	1	1	1	2
Core	1	1	1	1	1
* In MYP 3-5 students have 2 practical lessons and 1 theory lesson					
* Core is a session where MYP 1-3 work on their S&A and MYP 4-5 work on their PP					
Total number of lessons	30	36	37	32	30



THE FYP (FLEXIBLE YEARS PROGRAMME)

In 2024, we opened a Flex classroom for the first time in the Secondary school to accommodate students with complex learning profiles who are unable to fully access the MYP programme. The FYP classes are a Secondary extension of the PYP Fireflies and it is currently part of the IB pilot programme “Inclusive Education in the MYP: Breaking Complex Barriers”.

IBCP (International Baccalaureate Career-related Programme)

In their final two years, students may follow the IBCP (International Baccalaureate Career-Related Programme), Upon satisfactory completion culminating in an official IB diploma and the BTEC International Level 3 in Business certificate. Successful participation in this programme leads to entrance into universities (of applied science) and institutions of further education worldwide.

During the two years of the CP course, students follow the BTEC international Level 3 in Business program and follow three IB Diploma Programme courses: Maths Applications and Interpretations SL or Maths Analysis and Approaches SL, English Language and Literature or English B SL/HL and a choice between either Environmental Systems SL, Geography SL, Visual Arts or Music.

In addition, in the CP Core hours, students develop an extra language independently as part of the course Language and Cultural Studies, write a Reflective Project focusing on an ethical dilemma in Business, and complete service earning activities as part of the course Community Engagement. 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)
- Business Ethics (60 GLH)
- Research and Plan a Marketing Campaign (90 GLH)
- Business Finance (90 GLH)
- Cost and Management Accounting (60 GLH)
- Pitching for a New Business (60 GLH)
- Business Decision Making (120 GLH)
- Managing An Event (90 GLH)
- Work Experience in Business (60 GLH)

IBDP (International Baccalaureate Diploma Programme)

In their final two years, students may 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. To find out more use [this link](#).

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 and take Dutch Language and Literature.

9. CURRICULUM INFORMATION SECONDARY SCHOOL

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, the 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.



SUBJECT GROUPS IN THE DIPLOMA PROGRAMME



Subject group	Subjects offered at the AICS
Group 1 Language and Literature	English Language and Literature HL/SL and Literature HL/SL Dutch Language and Literature HL/SL School-Supported Self-Taught Literature (SL only)
Group 2 Language Acquisition	English B HL/SL French B HL/SL German B SL Spanish B HL/SL Dutch B HL/SL Dutch Ab Initio (SL only) Or 1 extra Group 1 Language
Group 3 Individuals and Societies	Geography HL/SL History HL/SL Economics HL/SL Business Management HL/SL Psychology HL/SL (only at Sandcastle)
Group 4 Experimental Sciences	Biology HL/SL Physics HL/SL Chemistry HL/SL Environmental Systems & Societies HL/SL Computer Science HL/SL (only at Sandcastle)
Group 5 Mathematics	Applications and Interpretations SL Analysis and Approaches HL/SL
Group 6 The Arts	Visual Arts HL/SL Music HL/SL Or Any choice from Groups 3 and 4

9. CURRICULUM INFORMATION SECONDARY SCHOOL

Conditions for awarding the Diploma (at the end of DP2)

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

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

- The candidate has gained 24 points or more.
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- 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).
- There are no more than three grades 3 or below awarded (HL or SL).
- There is no grade 1 awarded in a subject/level.

- There are no more than two grades 2 awarded (HL or SL).
- There is no 'N' awarded for Theory of Knowledge, the Extended Essay or a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- CAS requirements have been met.

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.

*Passing conditions as published by the IB will always take precedence

DP Bilingual Diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

complete one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must get a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.





Recognition of the IB CP Diploma

To qualify for the IB CP diploma, three IB subjects must be completed including the Reflective Project one of the four CP core components. The IB diploma is an internationally recognised diploma which gives students access to universities of Applied Sciences in The Netherlands and universities worldwide.

Recognition of the IB CP certificate

The CP Certificate is an internationally recognized diploma which gives students access to universities of applied sciences in The Netherlands and universities worldwide. The IB has developed a database that gives information about assessment criteria for universities for over 40 countries. To find out more use [this link](#).

Conditions for awarding the Certificate (at the end of CP2)

- The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- Completion of the BTEC program; all nine units have a Pass or higher (Merit or Distinction).
- All requirements for the Core components: personal and professional skills, service learning and language development have been met.
- The Reflective project (core component) has been awarded a grade D or higher.

STATUS OF PRELIMINARY EXAMS IN DP2

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.

THE CORE OF THE DIPLOMA PROGRAMME

Extended Essay

The Extended Essay is part of the core of the Diploma Programme and an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects - this is normally one of the student's six chosen subjects. The Extended essay comprises academic research and an in depth exploration of a chosen subject and topic. The process is supervised and coordinated at school.

Theory of Knowledge

The TOK course is part of the core of the Diploma Programme and provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. Students have 3 lesson of TOK in DP1 and two lessons in DP2. During these lessons students explore different areas of knowledge and reflect on knowledge, belief and opinions. Furthermore, subject teachers use TOK links in their lessons to explore ways of knowing in their specific subjects. All DP students will complete two IB assessments, the TOK exhibition and the TOK essay.

TOK and the EE offer the chance for candidates to collect up to 3 bonus points.

CAS (Creativity, Activity, Service)

CAS is part of the CORE of the Diploma programme and connects to the IB mission statement which encourages students to engage in activities outside their academic studies. The three strands of CAS are:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development by learning through experience. CAS is an important counterbalance to the academic pressures of the DP.

PROMOTION POLICY

At the AICS, in line with its philosophy, each student is guided to achieve to the best of their ability. The AICS takes into account both achievement grades and approaches to learning skills. Students complete a year of study by meeting the requirements of the IBMYP, IBCS 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

We recognise that it is in the best interest of the student to progress to the next school year. To this end, our staff supports students to meet the requirements of the MYP programme.

MYP1 and MYP2

- All students are generally promoted to the next school year.
- Students are expected to complete all assessment requirements.
- Repeating a school year is only considered in exceptional circumstances.

MYP3–MYP5 Promotion Requirements

To be promoted, students must:

A. Completion of Assessment

Complete all summative assessment tasks, regardless of level of achievement. Reports must not contain any **INC (Incomplete)** grades.

B. Academic Achievement

Achieve a **minimum grade of 4 (out of 7) in each subject**.

- Students may be promoted with **one grade 3**.
- In **exceptional cases**, students may be promoted with **up to two grade 3s**, provided these are in **different subject areas**.

The following subjects are considered the **same subject area**:

- **Arts:** Music, Theatre, Visual Arts
- **Language Acquisition:** G/S/D/FLA and ELA
- **Language Literature:** DLL and ELL

Grades **1 or 2 are not promotional**.

C. Programme Requirements

- Successfully meet all **Service as Action** learning outcomes.
- **MYP5 only:** Complete the **Personal Project** with a **minimum grade of 4 (out of 7)**.

PROMOTION CRITERIA MYP5 - DP1

Students making subject choices for DP subjects will be guided by the Career Counsellor, IB Coordinator, mentors and teachers. Generally, a student must have a promotional report in MYP5 and meet the entry requirements for DP subjects as outlined in the table on the next page.

ENTRY REQUIREMENTS MYP5 TO DP1

If a student wants to choose the following DP subject, then	The following conditions must be met in the Term 2 Progress report in MYP5
Group 1: Language and Literature	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.
Group 2: Language Acquisition	Students coming from the MYP Language Acquisition: ▪ Phase 1 (exceptional cases phase 2): Ab Initio ▪ Phase 2-4: Language B SL ▪ Phase 4: Language B HL/SL ▪ Phase 5: Language B HL/SL/Lang & Lit SL ▪ Phase 6: Language & Lit HL/SL Language Acquisition teachers will determine students' eligibility to ensure that students enroll in courses at the appropriate level based on the language progression. The final decision is made by the DP Programme Coordinator.
Group 3: Individuals and Societies	Students coming from the MYP Integrated Humanities: a final grade of 5 is required for HL and a grade of 4 is required for SL.
Group 4: Experimental Sciences	Students coming from the MYP Integrated Science: ▪ Biology & Chemistry – Higher Level: Overall 5, Crit. A 6 – Standard Level: Overall 4, Crit. A 5 ▪ Physics & Computer Science – Higher Level: Overall 5, Crit A 6, & enrolled in Maths AA SL/HL or Maths AI HL – Standard Level: Overall 4, Crit A 5, & enrolled in Maths AA SL/HL or Maths AI HL ▪ Environmental Systems & Societies – Higher Level: Overall 5 in both Integrated Humanities & Integrated Science – Standard Level: Overall 4 in both Integrated Humanities & Integrated Science

9. CURRICULUM INFORMATION SECONDARY SCHOOL

If a student wants to choose the following DP subject, then	The following conditions must be met in the Term 2 Progress report in MYP5
Group 5: Mathematics	Students coming from the MYP Extended Mathematics ▪ Mathematics Analysis & Approaches (AA) – Higher Level: Overall 6, Crit. A 6 – Standard Level: Overall 4, Crit. A 5 ▪ Mathematics Application & Interpretation (AI) – Higher Level: Overall 6, Crit. A 6 – Standard Level: Overall 4 Students coming from the MYP Standard Mathematics ▪ Mathematics Analysis & Approaches (AA) – Higher Level: Ineligible – Standard Level: Overall 5, Crit. A 6 ▪ Mathematics Application & Interpretation (AI) – Higher Level: Ineligible – Standard Level: Overall 4
Group 6: The Arts	Students coming from MYP Visual Arts: a final grade of 5 is required for HL and a grade of 4 is required for SL. Students coming from MYP Music: a final grade of 5 is required for HL and a grade of 4 is required for SL. Have one lesson a week of your chosen instrument or voice.

Students will have two rounds of subject choices: preliminary and final. Careers counselors will evaluate students' initial eligibility for subject choices based on their Term 1 report. This is simply advisory, and students have the opportunity to improve their grades before the

term 2 progress report in order to qualify for their classes. However, the school will make some decisions regarding class offerings for the next academic year based on students' eligibility and interest.

After students make their final subject choices and their Term 2 Progress reports are published, the Careers Counselors will ask for internal recommendations for students who have registered for a class that they are ineligible for. Teachers and teams must be able to use their professional judgement to make the best decision in regards to their students. In order to ensure the integrity of the process, recommendations are confidential and cannot be discussed with students and parents.

Recommendations are discussed as a department to ensure alignment and equity across the team and campuses. In order to recommend a student, teachers will consider these two questions:

- 1 If the student is capable of a course, why is that not reflected in their grades? What is the extenuating circumstance(s) that prohibited them from meeting the course's entry requirements?
- 2 Where have they seen the student demonstrate their capability to handle the rigour of the course they are being recommended into? They must be able to point to a specific assignment / moment in which the student has demonstrated their competence.

COMPARISON OF IB WITH THE DUTCH EDUCATION SYSTEM

Diploma	Vergelijkbaar met
Middle years Programme Certificate of the International Baccalaureate	4 jaar vwo
Career-related Programme Certificate of the International Baccalaureate	ruim een havo-diploma
DP Course result	vwo-deelcertificaten voor de vakken met een voldoende
Diploma of the International Baccalaureate	een vwo-diploma
Bilingual Diploma of the International Baccalaureate	een vwo-diploma

9. CURRICULUM INFORMATION SECONDARY SCHOOL

PROMOTION CRITERIA MYP5 - CP1

- A minimum of 29 points from the MYP5 courses.
 - A minimum of a grade 4 in two of the three following subjects:
 - MYP5 Mathematics
 - MYP5 Individuals and Societies
 - MYP5 English A OR a grade 6 for MYP5 English B
- Some individuals may be considered with a lower score due to specific circumstances. These will be dealt with strictly on a case to case basis.
- Any student who fails to submit the MYP personal project will not be permitted to be a full CP or DP candidate.
 - Applications for students joining from a different curriculum programme will be evaluated on a case to case basis

PROMOTION CRITERIA CP1 - CP2

- 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 and Cultural Studies, Personal and Professional Skills, Reflective Project and Community Engagement.

PROMOTION CRITERIA DP1 - DP2

- 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
- Students must have a minimum of 12 points for their Higher Level subjects and a minimum of 9 points for their Standard Level subjects.
- A grade 1 for a Higher or Standard Level subject is a failing condition, as is more than one grade two.
- For six 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.



9. CURRICULUM INFORMATION SECONDARY SCHOOL

DESTINATIONS

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
University of Brighton

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

Universities of Applied Sciences (CP)

Hogeschool van Amsterdam
Hogeschool van Utrecht
Hoge School Rotterdam
University of Brighton (UK)

NEW, PROMOTED AND LEAVING STUDENTS 2025-2026

New students this year

Grp 1-3	38%
Grp 4-7	27%
MYP	29%
DP/CP	7%

Leaving students at the end of this school year

Grp 1-3	22%
Grp 4-7	44%
MYP	30%
DP/CP	4%

Diploma Programme 2025-2026 (DP2)

Final exam results:	88%
Number of candidates:	149
Number of candidates who achieved their diploma:	131
Highest mark:	44
Average mark:	-
Average grade:	-

Career-related Programme (CP) 2025-2026

Final exam result:	95%
Number of candidates:	16
Number of candidates who achieved their diploma:	15
Average grade:	-

10. THE SECONDARY SCHOOL DAY

THE AICS SECONDARY DAY AT THE SOUTH AND SANDCASTLE CAMPUS:

- CP and DP timetables differ according to subject choices.
- Depending on timetabling constraints, MYP 1-5 may end at 14:45, 15:45 or 16:30.
- 11:00 is the start of lessons on Thursdays but we may ask students to start at 10:15 for various planned activities, such as CORE activities (Personal Project, Extended Essay, Service as Action, Creativity, Service (CAS)).

MYP 1-5 / CP 1-2 / DP 1-2		
Start	Finish	Description
08:30	09:15	Period 1
09:15	10:00	Period 2
10:00	10:15	Morning break
10:15	11:00	Period 3
11:00	11:45	Period 4
11:45	12:30	Period 5 (Lunch MYP 1-3)
12:30	13:15	Period 6 (Lunch MYP 4-5, CP 1-2, DP 1-2)
13:15	14:00	Period 7
14:00	14:45	Period 8
14:45	15:00	Afternoon break
15:00	15:45	Period 9
	15:45	End of day

We aim for MYP1 lessons to end no later than 15:45, but this cannot always be guaranteed.

Lessons on Thursdays start at 11:00, however, students will be required to regularly attend individual meetings or workshop sessions at 10:15, which is part of the CORE requirements of the IB (e.g. PP, EE, Service, CAS and personal mentoring). In some cases students may be required to start at 08:30.

We will strive to announce notifications about the CORE at least one week in advance via ManageBac. 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.

10. THE SECONDARY SCHOOL DAY

OVERVIEW OF TOTAL AMOUNT OF LESSON HOURS



CP Students	SL	HL
Languages		
English Literature HL/SL	3	2
English Language and Literature HL/SL	3	2
English B HL/SL	3	2
*Students mostly take SL		
Individuals and Societies		
Geography HL/SL	3	5
Experimental Sciences		
Environmental Systems and Societies SL	4	2
*Students choose either Geography, ESS, VA or Music		
The Arts		
Visual Arts HL/SL	3	5
Music HL/SL	3	5
Mathematics		
Applications and Interpretations SL	4	-
Analysis and Approaches HL/SL	4	2
*Students mostly take SL		
Other		
Mentor	2	NA
Core	1	NA
PPS	2	NA
LD	1	NA
BTEC	16	NA
*If a student takes a HL subject then its +2 lessons a week		
Total number of lessons DP1 / DP2	32	32

10. THE SECONDARY SCHOOL DAY

DP Students	SL	HL
Group 1- Studies in Language and Literature		
English Literature HL/SL	3	2
English Language and Literature HL/SL	3	2
Dutch Language and Literature HL/SL	3	2
School-Supported Self-Taught Literature (SL)	3	-
Group 2 - Language Acquisition		
English B HL/SL	3	2
Dutch B HL/SL	3	2
Dutch Ab Initio	3	-
French B HL/SL	3	2
Spanish B HL/SL	3	2
German HL/SL	3	-
Group 3 - Individuals and Societies		
Geography HL/SL	3	2
History HL/SL	3	2
Economics HL/SL	3	2
Business Management HL/SL	3	2
Psychology HL/SL	3	2

DP Students	SL	HL
Group 4 - Experimental Sciences		
Biology HL/SL	4	2
Chemistry HL/SL	4	2
Physics HL/SL	4	2
Environmental Systems and Societies HL/SL	4	2
Computer Science HL/SL	4	2
Group 5 - Mathematics		
Applications and Interpretations SL	4	-
Analysis and Approaches HL/SL	4	1
Group 6 - The Arts		
Visual Arts HL/SL	3	2
Music HL/SL	4	4
Other		
Theory of Knowledge	3	NA
Mentor	2	NA
Core	1	NA
*In DP2 students get 2 ToK lessons instead of 3 *In DP2 students get 1 Mentor lesson instead of 2		
Total number of lessons DP1 / DP2	30	28

DEVICE AGREEMENT FOR AICS SECONDARY STUDENTS

Secondary agreements

- Phones
 - No phones. Phones must be placed in student lockers during the day.
 - Phones may be used for educational purposes at the discretion of the teacher.
 - Should a phone be confiscated, the owner may collect the phone from the Welcome Desk at 16:30.
- Breaktimes
 - Students are device free during all breaks (this includes all electronic devices).
 - All students must spend their lunch break in the designated social areas
 - Should DP/CP students wish to study during their breaks, they may do so in the Library.

FAQ

- What is a device?
 - A device is any personal electronic item.
- May I use my phone when I arrive at school or as I leave school?
 - When entering or leaving the school, it is expected that you keep both your phone and earpods/headphones in your bag or pocket. They should not be visible.
- What happens if a personal device is brought to school by a student in Groups 1-5 or Fireflies?
 - The personal device will be taken by the class teacher and returned to the parents at hometime, with a reminder not to bring them again.
- May I use my phone to call/message my parents?
 - If you need to contact a family member, please ask a staff member for assistance.
- May I use my laptop during iStudy/free periods?
 - Yes, for academic purposes in academic areas.
- May I still use my headphones?
 - Headphones may only be used at the discretion of the class teacher when in class or studying in an academic area.
- May I listen to music in class?
 - Students may listen to music in class at the discretion of the class teacher.
- What about the DP/CP room/space? May we use our devices in these areas during break times?
 - No. If you wish to study during break time, you may go to the Library.
- I need to use my phone to record something for school purposes. What should I do?
 - Get consent from a teacher, they will inform staff members via the staff chat.
- I'm in school on Thursday morning. What can I do?
 - This is unstructured learning time, therefore use it to focus on your academics (think CORE!). Your phone must be in your locker, you may use your laptop in academic areas.
- I'm off campus during break. Can I still use my phone?
 - Yes, this is your choice. However we do encourage you to take a screen-free break and socialise with people in the real world!
- I finish before 16:30, can I collect my confiscated device earlier?
 - No, confiscated devices may only be collected at 16:30.
- Can I use my phone to pay at the canteen?
 - No, you must use a physical card.
- How can I ensure that my phone will be safe?*

- Your phone will be safe in your locker as you have a personal keycard to unlock it.
- When a phone is confiscated, the staff member will label it with your name and

10. THE SECONDARY SCHOOL DAY

class and hand it in to the Welcome Desk. When collecting it, you will be required to identify and unlock it, so make sure only you have the access code!

If you choose to bring a personal device to school it is at your own risk. The school does not take responsibility for the device in any event of loss/theft/damage.



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. Teachers, students and teaching assistants work together to monitor skills, knowledge, aptitudes and conceptual understanding gained. This data can be discussed with the class teacher at any time but is also reported on as follows:

- There are two academic reports.
- Parents meet with teachers at the beginning of term 1 to establish a relationship and get to know parents. Parent-teacher conferences

are held once a year after the term 1 reports.

- In Term 2, learners engage in dialogue about their learning process with each other and with their teachers to create a Self-reflection report.
- In Term 2, a Student-Led Conference is also held where parents can view and celebrate the learning of their children. *It is important to note that at the AICS, each student is guided to achieve to the best of their ability. The AICS takes into account the 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.

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 indicate 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 November. 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 April for MYP 1- MYP 4.

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 about a majority of children of their age.

In Primary, groups 4-7 take part in standardised testing for Mathematics and English once a year, during term 2. Additionally, children in Group 4 sit these tests in term 1 to establish a baseline of attainment.

We use the data from PTM and PTE testing as an additional check alongside ongoing teacher assessment. The intention of the data is to support, not lead our assessment of how children are doing and making progress with their learning.

We carry out Cognitive Abilities Tests (CAT4) at the start of group 5, MYP1, MYP4, new students of 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 in 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), and 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. WELLBEING & SUPPORT

Wellbeing and academic achievement are inextricably linked and interdependent. A holistic approach to wellbeing nurtures students' emotional, social, and academic growth. It emphasizes the importance of student agency, the parent-school child partnership, and fostering a sense of belonging.

Student Agency: We empower students to take ownership of their learning and personal development. By encouraging self-reflection and decision-making, students build confidence and resilience, essential components of wellbeing.

Parent-School-Child Partnership: We recognise that wellbeing thrives in a collaborative environment. Open communication and shared goals between parents, teachers, and students create a supportive network that addresses individual needs and celebrates achievements.

Sense of Belonging: We cultivate an inclusive community where every student feels accepted, respected, and valued. This sense of belonging enhances motivation, reduces anxiety, and strengthens emotional wellbeing, laying the foundation for academic success and personal growth.

The AICS Wellbeing Programme comprises: Comprehensive Sexuality Education (CSE), [KIVA](#) anti-bullying programme, [Common Sense Digital Citizenship Programme](#) and our [Community Safety Agreement](#) (CSA); our Community Safety Agreement was developed by staff, students and parents. Together, these elements create a nurturing environment where students can thrive academically and personally, preparing them for a fulfilling future.

VISION OF SUPPORT

We regard inclusion from three perspectives: academic, belonging, and wellbeing, and we understand that a safe physical environment is a prerequisite for student growth.

Our educational staff are professionals in learning. Through a Universal Design for learning approach, we strive to align as much as possible with the educational and support

needs of each student. Collaboration between students, parents/caregivers and AICS staff is an important requirement throughout a student's school career. We see it as our responsibility that students are included in the decisions and processes regarding their support in a developmentally appropriate manner. As a result, support looks different for each student.

Support is another word for extra help for a child, and it can take many forms. For example, an adjustment to a lesson or learning material, extra explanation from the teacher in a small group, or more practice time. A specialist may also be involved for a child who is struggling to learn to read, make friends, or keep up with class assignments. Parents/caregivers may also be asked to initiate support within the home.

As a parent/caregiver you may have questions about your child's development. What can you expect from us as a school? Who can you turn to? What does support look like at the AICS? What steps is the AICS taking regarding inclusive education? In this section, you will find information and answers to these questions. And if you have any questions after reading this, please do reach out to your child's teacher/mentor.

Who we are as a Dutch International School:

The national government aims for all schools to take steps to becoming more inclusive by 2035. In Amsterdam we have made significant progress in the movement toward inclusive education. In inclusive education, we take into account that there will always be children who need extra support and attention. This extra support is beyond what schools have been able to provide in previous years. Different schools are at different stages of development when it comes to bringing in expertise from specialized education, youth care, healthcare, and other community partners. In striving to become more inclusive, all children benefit as they develop a greater appreciation for diversity.

Breaking Complex Learning Barriers - AICS Student Support Centre

At the AICS we are currently able to accept a limited number of students with complex learning profiles into our Primary Years Programme (PYP) and Middle Years Programme (MYP) programmes. This is made possible with the support of our school community, collaboration with [Stichting Kolom](#), and the [Samenwerkingsverband](#) (SWV). This means that we have sufficient funding to provide increased opportunities for special needs education within our school at a reasonable cost - a step towards greater equity.

In the MYP, currently (April 2025) this opportunity still has a project status as we work with the IB to ensure the continuity of an adjusted IB curriculum in combination with the Dutch learning outcomes for special education.

It is important to note that while the AICS can provide a range of school support, there are limits. If we are at capacity for support within our classes, a new student application will need to go on the support waitlist ([see Admission Policy](#)). If we are struggling to meet the needs of a student in school, we will contact the [Samenwerkingsverband](#) (SWV), an external network provider for guidance on identifying an appropriate educational setting. More information regarding this is below.

VISION OF OUR STUDENTS

Student agency plays a crucial role in fostering a sense of ownership and responsibility in a student's learning journey. When students are empowered to take an active role in seeking and utilizing support, they develop essential skills like self-advocacy, independence, and problem-solving. This not only enhances their academic success but also builds confidence, helping them become more engaged and motivated learners. By encouraging student agency, we create a learning environment where students feel supported, capable, and in control of their educational experience.

We see it as our responsibility that students are included in the decisions and processes regarding their support in a developmentally appropriate manner. Therefore, each school year we ask our students for feedback on the support on offer within the school. We also do an annual social and physical community survey with parents and students through the Council of International Schools (CIS). Once every five years, we do a broad whole community CIS survey and every 3 years we take part in an Esprit wide staff satisfaction survey. Summaries and actions for all results are shared with the community and improvement actions are incorporated in the school plans.



Support Structure

At AICS, we embrace neurodiversity, viewing differences in learning or thinking not as deviations from a norm, but as part of a rich continuum of human diversity. Rather than focusing on the limitations of diagnoses, we recognize that every student's path is unique. Therefore, we develop a strengths-based approach to empower each young person to reach their full potential, while also focusing on skill-building according to their areas of development.

We follow the principles of a Multi-Tiered System of Support (MTSS) approach which focuses on the school system as well as on the specific needs of individual students. We define students' wellbeing as a harmonious balance of cognitive, socioemotional, and physical needs, ensuring the development and sense of belonging of each child. This approach nurtures the child's wellbeing and potential by fostering each students' personal identity and talents. This approach consists of five levels of support which are represented as a pyramid. The higher the level, the more support and consultation required.

We are committed to supporting all students to the best of our ability within the context of our school and the IB framework, providing a range of access and inclusion arrangements for those

with diagnosed learning needs who can participate independently in the full IB programmes.

This means we can support students who:

- have diagnosed learning needs who can independently participate in the full IB programmes offered by the school facilitated; this is facilitated by a range of access and inclusion arrangements in line with the IB Access and Inclusion Policy
- benefit from having active support from the class teacher or mentor, and/or learning diversity specialist

We cannot support students who:

- have severe cognitive impairments needing full-time life skills-only education
- require medical or nursing care at school
- have serious behavioural issues or have potential behavioural issues that risk the safety of themselves and/or others
- require 1:1 support

It is important to note that the AICS has a **duty of care**. This means that as a school, we must assess whether we can provide appropriate education for your child. Within the [Samenwerkingsverband](#) (SWV), we work with a step-by-step plan to provide the appropriate support for children who need it.

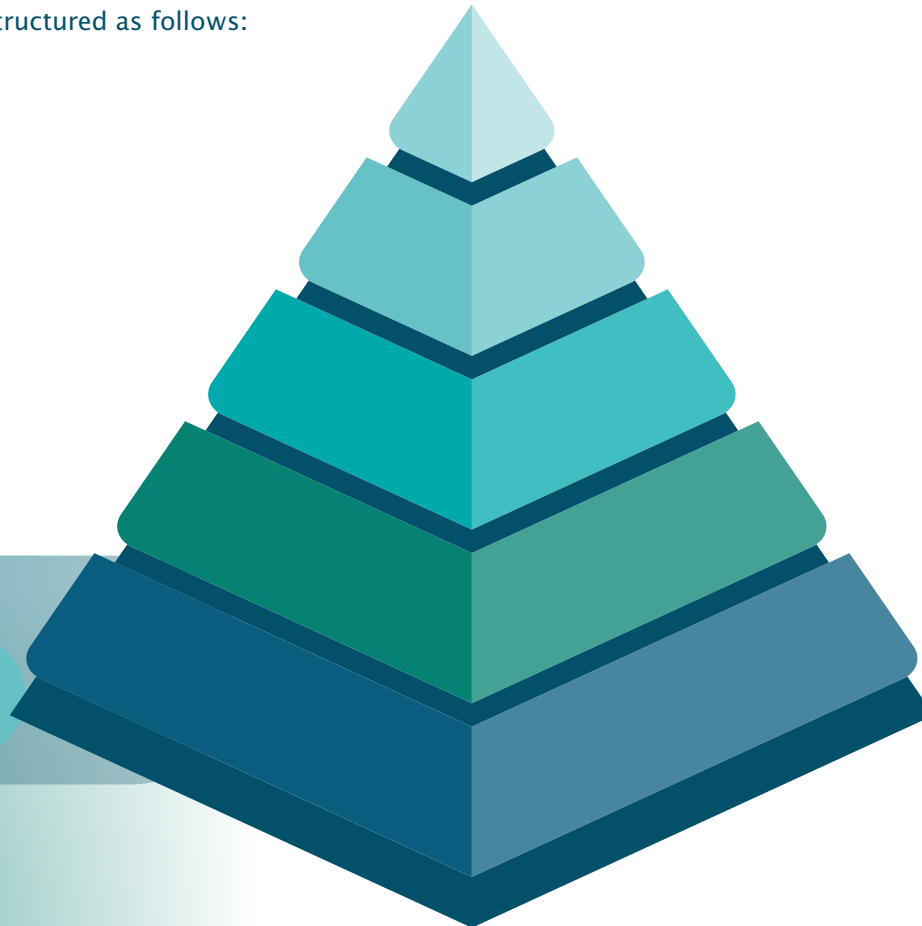
12. WELLBEING & SUPPORT

For an overview of the support we offer [click here](#).

For an overview of the internal roles and responsibilities regarding support [click here](#).

For an overview of the external partners we work with [click here](#).

The support pyramid is structured as follows:



05

Special Education

AICS Student Support Center; or possible alternative educational setting

04

Intensive Support

Support from or guided by a Learning Diversity Specialist or Dyslexia Coach; SSP in place, SWV may be involved

03

Extra Support

Support from or guided by a Learning Diversity Specialist or Dyslexia Coach; creation of SSP

02

Intermediate Support

Enrichment, additional instruction by teacher, teaching assistant, mentor

01

Basic Support

A good basis; identifying and differentiating by teaching/mentor

12. WELLBEING & SUPPORT

SOLUTION-FOCUSED SUPPORT AT OUR SCHOOL: STEP-BY-STEP PLAN

At our school, action-oriented work follows this structured step-by-step approach:

Basic Support (Tier 1)

- This is the support every student receives as part of good teaching and learning.
- Teachers, mentors, and teaching assistants observe and help students in class.
- Small changes may be made to lessons or classroom expectations (called differentiation or accommodations) to help students learn in the best way for them (ie. visual aids, seating changes)
- Teachers can ask for advice from the Learning Diversity Specialists, Teaching & Learning Coaches, or use the Student Forum (Primary) or Year Level Mentor meetings (Secondary) and Year Level Coordinator meetings (Secondary) to discuss next steps
- Teachers and mentors are the first point of contact for parents/caregivers.

Intermediate Support (Tier 2)

- Teachers and mentors continue adjusting lessons based on students' needs and provide additional support when necessary (ie. short-term small group help, learning check-ins, social skills support or adapted assignments)
- Teachers may collaborate with Learning Diversity Specialists and Teaching & Learning

Coaches to discuss strategies and next steps. Parents/caregivers are kept informed and involved in the process.

- If a student is not making sufficient progress a referral is made for further support.
- Teachers and mentors are the first point of contact for parents/caregivers.

Extra Support (Tier 3)

- Students with more specialized (diagnosed) needs receive targeted support from a Learning Diversity Specialist and/or Dyslexia Coach; the Inclusive Education Advisor and/or school psychologist (Secondary) may be asked for advice
- A Student Support Plan (SSP) is created together with the student, teachers, parents/caregivers, and the Learning Diversity Specialist and/or Dyslexia Coach; in some cases external support providers are also involved and provide support.
- This plan outlines specific goals, strategies, a timeframe for review and indicates who is responsible for what.
- Students' progress may be monitored or they may receive active support in the classroom, individually, or in small groups.
- The focus is on helping students build the skills and strategies they need to succeed independently.
- Teachers and mentors are the first point of contact for parents/caregivers.

Intensive Support with External Partners (Tier 4)

- Teachers and mentors are the first point of contact for parents/caregivers; the Learning Diversity Specialist and/or Dyslexia Coach and/or Support Coordinator are also involved; in Secondary the school psychologist may also be involved
- Students with intensive (diagnosed) needs receive targeted support from a Learning Diversity Specialist and/or Dyslexia Coach in collaboration with external partners, such as care providers or school network partners.
- A Student Support Plan (SSP) is developed together with the student, teacher(s), parents/caregivers, and external professionals.
- When necessary, the school works with the [Ouder Kind Team \(OKT\)](#) and [Samenwerkingsverband](#) (SWV) to seek advice and support for appropriate education support options (which could include referral to our Student Support Center programme).
- In some cases, referrals will be made to specialized forms of education, such as special education in Primary or Secondary school.

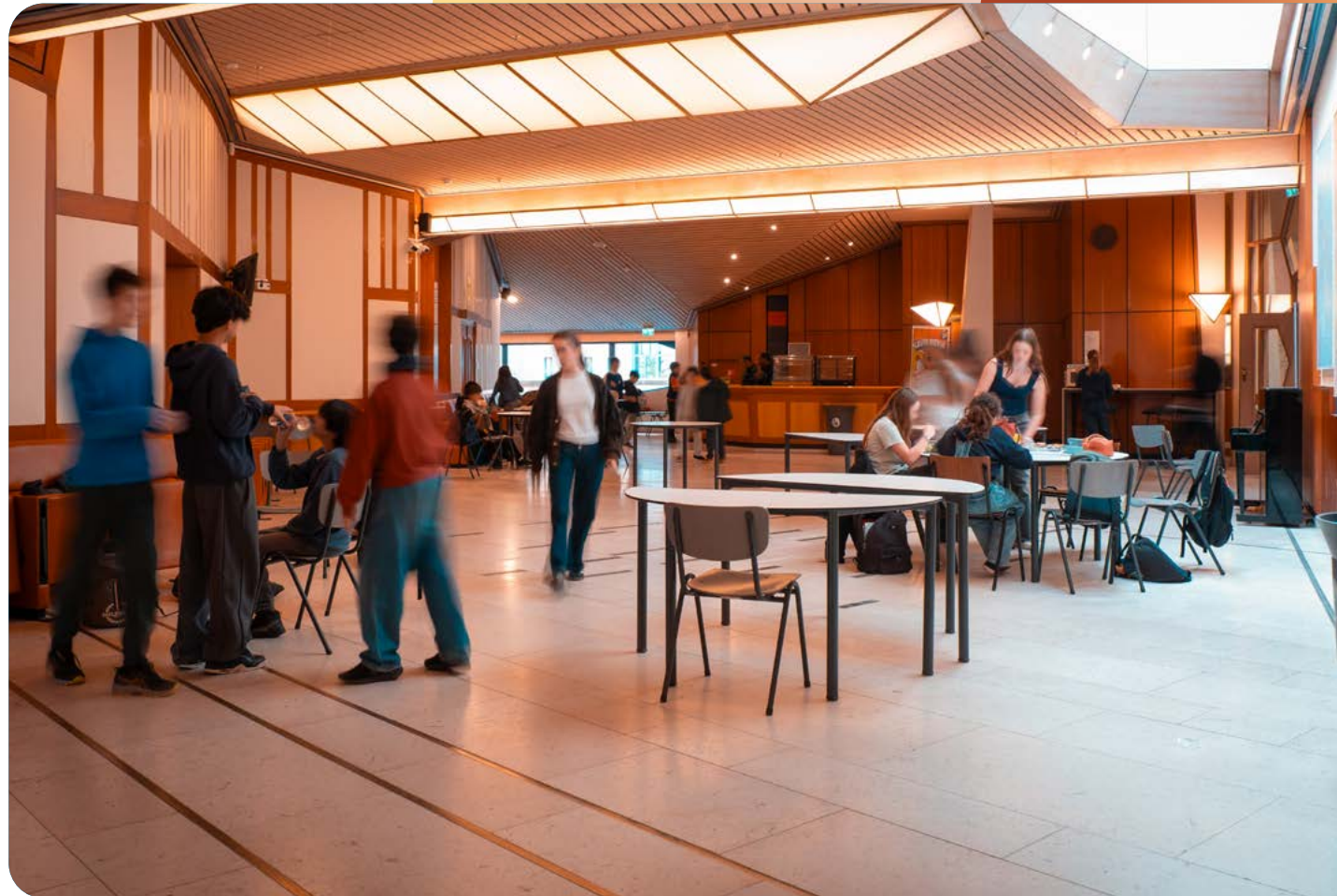
Examples of these services include:

- [special education Primary \(speciaal basis onderwijs\)](#)
- [special education \(speciaal onderwijs\)](#)

12. WELLBEING & SUPPORT

Special Education : AICS Student Support Centre (Tier 5)

- Students requiring special education are supported by teachers, teaching assistants, and external partners such as care providers or school network partners.
- Focus areas include functional literacy and numeracy, social communication and emotional regulation, life skills and independence.
- A Student Support Plan (SSP) is created together by the teacher, teaching assistants, Support Coordinator, external providers, and parents/caregivers, and student when appropriate.
- Support for these students is regularly reviewed and evaluated on a yearly basis with the [Samenwerkingsverband](#) (SWV) to ensure the best possible educational approach.
- Teachers and mentors are the first point of contact for parents/caregivers; the Support Coordinator is also involved.
- Designed for families staying in the Netherlands for up to two years.
- Families staying longer are encouraged to apply to Dutch special education for long-term provision.



12. WELLBEING & SUPPORT

Special Education at AICS (Ages 4–13)

At the Amsterdam International Community School (AICS), we believe that every child has the right to an education that supports their growth, dignity, and potential. We are committed to offering inclusive and specialised learning environments for students with complex educational needs. Our special education provision is designed to meet the requirements of Dutch legislation under Passend Onderwijs and the inclusive philosophy of the International Baccalaureate (IB).

Our programme offers tailored support for children aged 4 to 13 years, with small-group instruction, life skills development, and a focus on building confidence and independence. We work in close partnership with parents, the [Samenwerkingsverband](#) (SWV), and specialist partners in Amsterdam.

It is important to note that we are not a special education school. We offer a special education pathway for families of children who need special education for short periods of time due to the international nature of parents/caregivers work. If a family intends to stay in the Netherlands long-term, we advise enrollment in the Dutch special education.

Primary Special Education: Student Support Center: Fireflies (Ages 4–11)

The Fireflies Class supports Primary-aged students (4–11 years) who have learning or developmental needs and require education in a specialised small-group setting. We have developed a school standard for this group that provides an overview of our educational offering. The Dutch learning objectives from special education form the basis for this, and these are connected to the units of Inquiry in the PYP. The goal of this class is to support students to become independent learners in a group setting.

There are 4 Fireflies classes in the AICS Primary:

South			Sandcastle		
Fireflies 1	age 4-7/8	max 10-12 students	Fireflies 1	age 4-7/8	max 10-12 students
Fireflies 2	age 8-11	max 10-12 students	*at this moment students in Fireflies 1 at Sandcastle may need to move to South once they reach the age of 8		
Fireflies 3	mixed age	max 5 students			

Secondary Special Education: Pilot Programme (currently for ages 11–13)

Location: South Campus (AJ Ernststraat)

In collaboration with Stichting Kolom, we offer a pilot programme for Secondary students aged 11 to 16 who have complex learning needs and cannot access the mainstream IB MYP curriculum. This initiative is part of an officially recognised IB pilot project, titled: *“Breaking Complex Learning Barriers in the MYP” (2024–2026)*

Programme Features:

- Maximum 12 students.
- Located only at the South Campus 2024 to 2026.
- Curriculum combines:
 - Dutch special education learning objectives
 - The ASDAN Life Skills and Social Skills Development programme
 - Adapted learning approaches inspired by the IB MYP (note: no IB certificate is awarded).
- Individualised learning plans focus on:
 - Communication and literacy
 - Social-emotional development
 - Community engagement and life skills

- The programme is designed for families staying in the Netherlands for no more than two years.
- After age 16, students will transition to a form of Dutch (specialist) education.
- This programme does **not lead to an IB certificate**, but offers an adapted and supportive pathway for personal development.
- Students who complete the ASDAN Life Skills and Social Skills programme receive ASDAN certificates.

Pathway Planning: From Primary to Secondary

For students in Group 7 who are currently enrolled in the Fireflies class or receiving intensive support, a transition pathway to the Secondary pilot programme may be considered. Our programme in Secondary is not suitable for all students coming from the Primary programme. Because Secondary places a greater emphasis on independence and self-reliance, this programme is unfortunately not the best educational fit for every student. Throughout their time in Primary, the expected future possibilities for each child after their time at AICS Primary are regularly discussed with parents during Student Support Plan meetings.

What parents can expect:

- A review of learning, behavioural, and developmental needs.
- Consultation with the [Samenwerkingsverband](#) and, where applicable, youth care/youthcare partners.
- Shared decision-making around placement and planning.
- Preparation for transitions through school visits, parent meetings, and revised support plans.

If a student's needs exceed what we can provide, or if they require long-term support beyond age 16, we work with families to facilitate placement into the Dutch special education system, which provides continued education until age 18. If parents plan to stay in the Netherlands for more than two years, we always advise making the transition to Dutch (specialised) education as soon as possible. This way, a student has the opportunity to obtain a diploma and is better prepared for a role in Dutch society.

12. WELLBEING & SUPPORT

Our special education provision is:

- Aligned with Dutch law under Inclusive Education (**Passend Onderwijs**).
- Developed in collaboration with the **Samenwerkingsverband Amsterdam-Diemen, Amstelronde and Stichting Kolom**.
- Guided by the **IB mission** to support diverse learners and foster inclusive education.
- Transparent in scope: students in our special education pathways **do not receive IB accreditation**, but benefit from IB-informed values and approaches.

More Information and Support

For questions about support and special education at AICS please contact Lyndsay Gregory, Head of Wellbeing for Primary and Breda Kelly Head of Wellbeing for Secondary. You can also visit the **Jeugdsteunpunt** (Youth Support Point) for parent-friendly guidance on special education and care: <https://www.jeugdsteunpunt.nl>.

FAQ

At AICS, we follow the [Reporting Code for Domestic Violence and Child Abuse](#) and adhere to the Mandatory Reporting Requirement for Sexual Abuse in Education.



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

The Code of Conduct for AICS students (as part of [Esprit Student Statute](#)), 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 Campus 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.

14. SCHOOL ATTENDANCE

1. OVERVIEW

Regular attendance is crucial for academic success and student wellbeing. The Attendance Team at AICS monitors student attendance daily, including absences, late arrivals, illness and early departures. The school complies with Dutch Truancy regulations and national education laws to ensure student safety, maintain learning continuity, and address irregular attendance promptly.

2. REPORTING ABSENCES

Parents and guardians are responsible for their child's attendance and must inform the school of any absences as following:

- **Illness:** Parents must report illness every day before 08:00 a.m. via the [iSAMS Parent Portal](#).
- **Planned Absences:** For foreseeable absences, such as doctor or dentist appointments, parents must notify the school in advance through the [iSAMS Parent Portal](#).
- **Pattern of Absence:** While no immediate action is typically taken for single absences, the school may request further information if a pattern of illness develops

3. LATE ARRIVALS

Students are expected to be at school 10 minutes before the first lesson begins. A student is registered as late if they are not in class by 08:30 or at the start of the lesson.

- Not in class by 08:30 (or at the start of the lesson) = late.
- Late students are marked present (for safety reasons) but registered as late. Younger students who need help will be escorted to their classrooms by staff.

4. PRIMARY 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 the South campus and at the base of each tower at the South East campus.

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. 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 needs 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 on time. The Welcome Desk will keep records 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. After you have collected your child, it is your responsibility to supervise your child.

5. ATTENDANCE MONITORING

The Attendance Team monitors unexcused absences and lates on a weekly basis. The Attendance Team will follow an escalation path of preventative measures such as Early Morning Check In's, Community Duty or Preventative meetings with students and parents/guardians. The escalation path is designed to help students and families improve their attendance and provide support where needed. Continued unexcused absences and lateness will result in a report to the Truancy Office (Bureau Leerplicht) as required by Dutch Law.

6. ILLNESS-RELATED MONITORING

The AICS Wellbeing and Attendance Team monitor frequent or prolonged illness based on the following definitions:

Definitions

- **Long-term illness:** Absent more than 10 consecutive school days.
- **Frequent illness:** Absent due to illness more than 4 times in 12 weeks.
- **Doubtful illness:** When illness is suspected not to be genuine (e.g., vague symptoms, absences around holidays).

Process

For long term and frequent or repeated illness the school follows the government's [MAZL](#) (Meer Aandacht voor Ziekgemelde Leerlingen) procedure. This procedure is designed by the Dutch Government to early signal illness and provide support to students where needed.

7. EXTRAORDINARY LEAVE (LEAVE OF ABSENCE)

Requests for leave lasting one day or more must be submitted at least 6–8 weeks in advance via the iSAMS Parent Portal.

Guidelines

- **Approved Reasons:** Leave may be granted for medical reasons, moving house, funerals, weddings upon evaluation from the Attendance Team.
- **Religious occasions:** The AICS follows the Amsterdam Truancy Guidelines to evaluate absence due to religious occasions.
- **Holiday Leave:** This is only permitted if a family holiday is impossible during regular vacations due to parental employment (requires an employer's letter).
- **Granted for a maximum of 10 school days once per year.**
- **Not permitted during the first two weeks of the school year.**
- **Unauthorized Leave:** If a student is absent without an approved reason the absence will be reported to the Truancy Office (Bureau Leerplicht)

Long-Term Absence (Up to 3 Months)

Requests for extended leave (e.g., for native language education or temporary work abroad) are subject to specific conditions:

Considered Reasons

- Continuing education in the native language
- Family relocation or temporary work abroad
- Medical conditions requiring extended absence

Conditions

- Will only be granted upon the approval from the Truancy Office (Bureau Leerplicht)
- A maximum of 3 months may be granted.
- The student's place will be held during this time.
- Parents/guardians must:
 - Pay tuition fees in full during the absence
 - Confirm in writing their acceptance of financial obligations
 - Understand that absences longer than 3 months require official withdrawal and re-enrolment through Admissions (returning students will be prioritized on the waiting list).

14. School Attendance

Holiday Leave

Holiday leave during term time is only granted if regular school holiday travel is not possible due to parental employment.

- Requires an employer's letter.
- Maximum: 10 school days per year, once per family.
- Not permitted in the first two weeks of the school year.
- Requests over 10 days require a formal letter and consultation with the Truancy Office.

9. SPORTS & TALENT (SECONDARY ONLY)

Students participating in recognized sports or talent programs may request reduced school hours.

Application Process

- Applications must be submitted via email to the Absence Team
- Documentation (e.g., Top Sport qualification, official recognition from relevant organizations) is required.
- Requests are evaluated by the Wellbeing Department in consultation with the Truancy Office (Bureau Leerplicht).

Conditions

- Approval is subject to Dutch national regulations.
- Students must remain in good academic standing.
- Reduced school hours are reviewed regularly to ensure balance between commitments and education.

10. Accessing Attendance Information

Parents/guardians can monitor their child's attendance in real time via the [iSAMS Parent Portal](#).



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

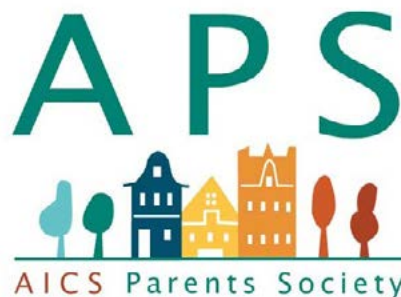
The AICS Parents Society (APS) is a parent-led organisation working to build and support an active community of parents around the school.

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), 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 represented in the

Staff Council (SC). In the General PC, the Staff Council is joined with representatives from the parents and 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 at 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 OpenApply to begin the admissions procedure. The link to OpenApply 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 a message in OpenApply, 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 select your campus preferences in the online application. You will have the option to select both campuses if you wish.

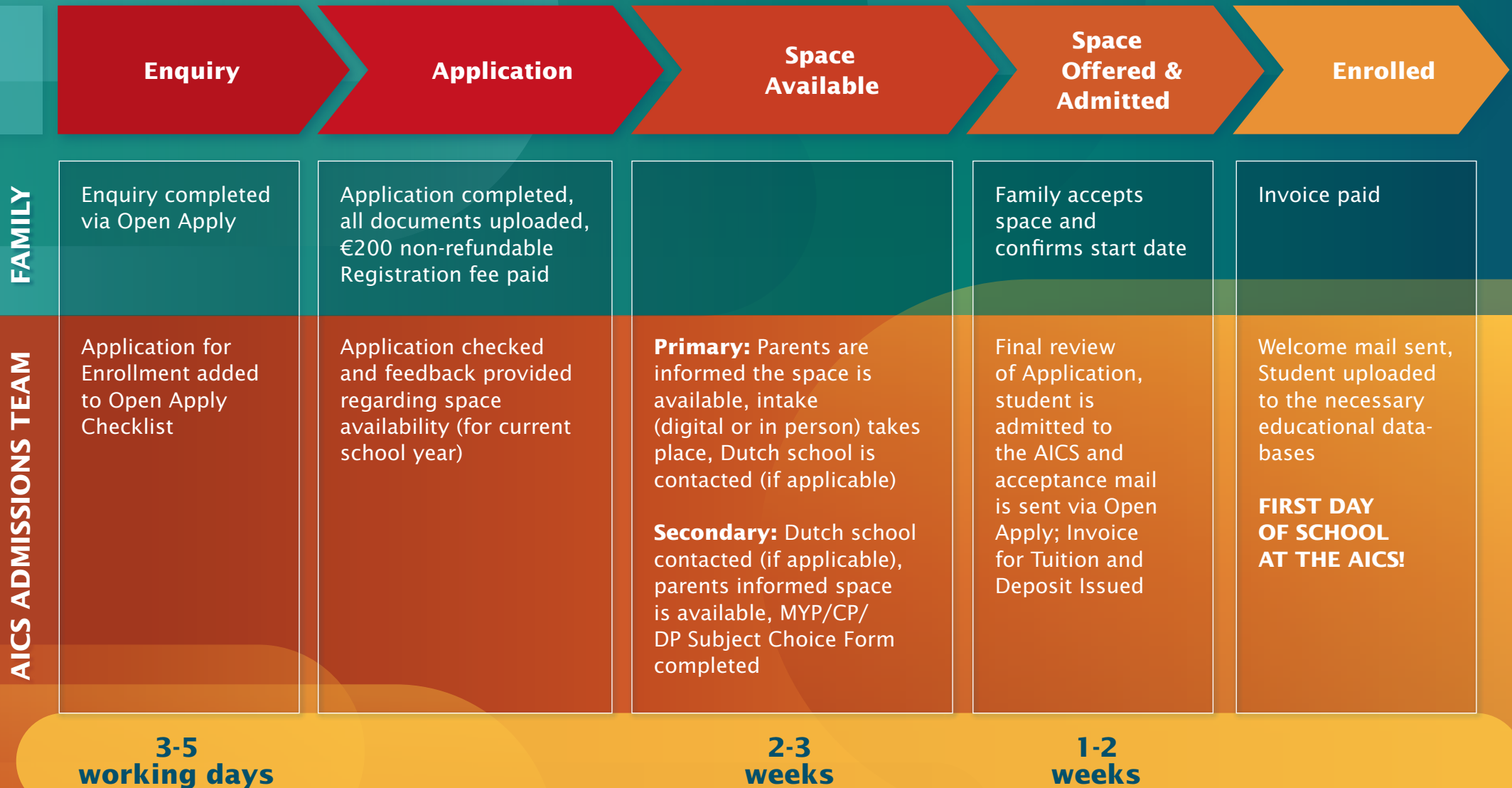
You will be contacted via an OpenApply message if a place becomes available. All Primary applicants will be invited for an intake. MYP, CP and DP applicants may be invited for an intake and may need to take a placement test for English, Dutch and/or Maths, depending on their current level. We will take this along with the school reports into consideration to help us to determine the correct 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 during 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 your child has had an intake and/or you have accepted a space offered, but then decide to withdraw or defer your application, you will need to pay another €200 Registration fee if you wish to go back into our waiting pool.

If, after a child has joined the school, the AICS is unable to meet the child's support needs, we will assist the family in finding an alternative setting, which may include moving to Dutch practical, vocational or special education. In this event, all fees paid (with the exception of the Registration fee) will be refunded.

ADMISSIONS FLOW



17. FINANCIAL MATTERS

SCHOOL FEES

The AICS is formally acknowledged by the Dutch Ministry of Education, which allocates funds to support the school. Each year, school fees are established in accordance with the Dutch International Primary and Secondary School Guidelines. These fees are essential for carrying out the educational responsibilities of the AICS. 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. The school does not make use of sponsoring and has no plans to do so.

Invoices to Companies

If parents wish the school fees to be invoiced to their employer or company, the invoice will be addressed to the employer/company but sent to the parents, who are responsible for forwarding it. Payment terms for new students are listed in Table 2, and for existing students in Table 5. It remains the responsibility of the parents to ensure that payment is made on time.

- What is WIS Collect? WIS Collect is the AICS Finance system that is used for invoicing & collection.
- How will you receive your invoice? Invoices are received through an email, the same email(s) indicated in your Application form. In the mail you receive, there will be a link. It is important to bookmark this link as it will take you to your WIS account where you can view/check your invoices, see the due date, and most importantly, pay via an iDEAL link.
- How will you remember to pay your invoices on time? We recommend you make note of it in your personal calendar. Additionally, parents/ Guardians will be sent a reminder from WIS Collect 3 days before the payment is due.
- What if the invoices are not paid on time? The Finance team will call you and invite you for a meeting with the Finance Team Lead.
- Do you still have questions about Invoicing and Payments? Please email additional questions to the Finance Team at finance@aic.espritscholen.nl indicating your child's name and questions.

NEW STUDENTS - STARTING IN AUGUST 2026

Annual school fees 2026-2027

To secure enrollment, parents must sign the application form, acknowledging their financial commitment to AICS by ensuring timely payment of both School Fees and the Deposit as specified on the invoice.

17. FINANCIAL MATTERS

Table 1: New Students - Annual School Fees 2026-2027 - Primary & Secondary

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1 & CP1	DP2 & CP2
Tuition Fees	€ 5.505,00	€ 5.505,00	€ 5.505,00	€ 6.531,00	€ 6.531,00	€ 7.671,00	€ 7.671,00
Excursion & Activities	€ 138,00	€ 422,00	€ 343,00	€ 628,00	€ 628,00	€ 628,00	€ 628,00
Lunch Supervision	€ 363,00	€ 363,00	€ 363,00	€ -	€ -	€ -	€ -
Year Book	€ 19,00	€ 19,00	€ 19,00	€ 19,00	€ 19,00	€ 19,00	€ 19,00
Examination Fees	€ -	€ -	€ -	€ -	€ 450,00	€ -	€ 850,00
Total School Fees	€ 6.025,00	€ 6.309,00	€ 6.230,00	€ 7.178,00	€ 7.628,00	€ 8.318,00	€ 9.168,00

Total Deposit € 500,00

Paid with the first instalment

PAYMENT STRUCTURE - STARTING IN AUGUST 2026

Parents will receive 2 invoices:

- 1 Deposit €500
- 2 Annual School Fees invoice (Check table 1)
 - Invoices are received via an email from WIS COLLECT (Check Payment instructions via WIS COLLECT)

Payments can be settled as follows (Check Table 2):

- 1 Deposit and School Fees can be settled in full within 14 days from the invoice date. If the student will start before the 14 days, payment should be received at least two working days before the starting date.
- 2 The School Fees can be settled in 2 instalments
 - The first instalment (and deposit) is due within 14 days from the invoice date. If

the student will start before the 14 days, payment should be received at least two days before the starting date. – The second instalment is due by 31 October, 2026

Students cannot start school without settling the required payments

Implications of missed payment deadlines:

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

Table 2: New Students - Payment structures starting in August 2026 - Primary & Secondary

School Group	Full Amount	1st Instalment	1st Instalment Deposit	2nd Instalment
Primary Group 1-5	€ 6.025,00	€ 3.012,50	€ 500,00	€ 3.012,50
Primary Group 6	€ 6.309,00	€ 3.154,50	€ 500,00	€ 3.154,50
Primary Group 7	€ 6.230,00	€ 3.115,00	€ 500,00	€ 3.115,00
Secondary MYP1-MYP4	€ 7.178,00	€ 3.589,00	€ 500,00	€ 3.589,00
Secondary MYP5	€ 7.628,00	€ 3.814,00	€ 500,00	€ 3.814,00
DP1 & CP1	€ 8.318,00	€ 4.159,00	€ 500,00	€ 4.159,00
DP2 & CP2	€ 9.168,00	€ 4.584,00	€ 500,00	€ 4.584,00

17. FINANCIAL MATTERS

NEW STUDENTS - STARTING AS OF OCTOBER 2026

School fees 2026-2027 as per the starting month:

To secure enrollment, parents must sign the application form, acknowledging their financial commitment to AICS by ensuring timely payment of both School Fees and the Deposit as specified on the invoice.

Table 3: New Students - School Fees 2026-2027 as per the starting month

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%	€ 6.025,00	€ 6.309,00	€ 6.230,00	€ 7.178,00	€ 7.628,00	€ 8.318,00	€ 9.168,00	In 2 Instalments
September	100%	€ 6.025,00	€ 6.309,00	€ 6.230,00	€ 7.178,00	€ 7.628,00	€ 8.318,00	€ 9.168,00	In 2 Instalments
October	90%	€ 5.424,40	€ 5.680,00	€ 5.375,70	€ 6.462,10	€ 6.912,10	€ 7.488,10	€ 8.338,10	FULL AMOUNT
November	80%	€ 4.823,80	€ 5.051,00	€ 4.780,40	€ 5.746,20	€ 6.196,20	€ 6.658,20	€ 7.508,20	FULL AMOUNT
December	70%	€ 4.223,20	€ 4.422,00	€ 4.185,10	€ 5.030,30	€ 5.480,30	€ 5.828,30	€ 6.678,30	FULL AMOUNT
January	60%	€ 3.622,60	€ 3.793,00	€ 3.589,80	€ 4.314,40	€ 4.764,40	€ 4.998,40	€ 5.848,40	FULL AMOUNT
February	50%	€ 3.022,00	€ 3.164,00	€ 2.994,50	€ 3.598,50	€ 3.598,50	€ 4.168,50	€ 4.168,50	FULL AMOUNT
March	40%	€ 2.421,40	€ 2.535,00	€ 2.399,20	€ 2.882,60	€ 2.882,60	€ 3.338,60	€ 3.338,60	FULL AMOUNT
April	30%	€ 1.820,80	€ 1.906,00	€ 1.803,90	€ 2.166,70	€ 2.166,70	€ 2.508,70	€ 2.508,70	FULL AMOUNT
May	20%	€ 1.220,20	€ 1.277,00	€ 1.208,60	€ 1.450,80	€ 1.450,80	€ 1.678,80	€ 1.678,80	FULL AMOUNT
June	10%	€ 619,60	€ 648,00	€ 613,30	€ 734,90	€ 734,90	€ 848,90	€ 848,90	FULL AMOUNT
July	10%	€ 619,60	€ 648,00	€ 613,30	€ 734,90	€ 734,90	€ 848,90	€ 848,90	FULL AMOUNT

PAYMENT STRUCTURE - STARTING AS OF OCTOBER 2026

Parents will receive 2 invoices:

- 1 Deposit €500
- 2 School Fees invoice as per the starting month (Check table 3)
 - Invoices are received through an email from WIS COLLECT (Check Payment instructions via WIS COLLECT)

Payments Terms & Conditions:

- 1 Deposit and School Fees can be settled in full within 14 days from the invoice date. If the student will start before the 14 days, payment should be received at least two working days before the starting date.
- 2 Students cannot start school without settling the required payments.
- 3 For students starting in October or later, no instalment payment options are offered. Full payment is required for students to start school.

Implications of missed payment deadlines:

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

Cancellation Policy for New Students

New Students who cancel after acceptance and payment of the deposit and the first instalment of the school fees, are required to provide 1 month notice prior to the start date (excluding school holidays). For cancellations without 1 month notice we will keep the EUR 500 deposit. The school fees will be fully refunded.

EXISTING STUDENTS (RETURNING) FOR YEAR 2026-2027

Annual school fees 2026-2027

To secure enrollment, parents must sign the re-enrolment letter received in March, acknowledging their financial commitment to AICS by ensuring timely payment of School Fees as per the AICS Payment terms & conditions.

17. FINANCIAL MATTERS

Table 4: Existing Students - Annual School Fees 2026-2027 Primary & Secondary

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1 & CP1	DP2 & CP2
Tuition Fees	€ 5.505,00	€ 5.505,00	€ 5.505,00	€ 6.531,00	€ 6.531,00	€ 7.671,00	€ 7.671,00
Excursion & Activities	€ 138,00	€ 422,00	€ 343,00	€ 628,00	€ 628,00	€ 628,00	€ 628,00
Lunch Supervision	€ 363,00	€ 363,00	€ 363,00	€ -	€ -	€ -	€ -
Year Book	€ 19,00	€ 19,00	€ 19,00	€ 19,00	€ 19,00	€ 19,00	€ 19,00
Examination Fees	€ -	€ -	€ -	€ -	€ 450,00	€ -	€ 850,00
Total School Fees	€ 6.025,00	€ 6.309,00	€ 6.230,00	€ 7.178,00	€ 7.628,00	€ 8.318,00	€ 9.168,00



17. FINANCIAL MATTERS

PAYMENT STRUCTURE FOR RETURNING STUDENTS IN AUGUST 2026

Parents will receive 1 invoice:

Annual School Fees invoice (Check table 4)

Payments can be settled as follows (Check Table 5):

- 1 Full payment of the School fees by 1 July, 2026
- 2 The School Fees can be settled in 2 instalments:
 - The 1st instalment, equal to 50% of the full school fees, is due by 1 July, 2026.
 - The 2nd instalment, equal to 50% of the full school fees, is due by 31 October, 2026.



Table 5: Existing Students - Payment structure starting in August 2026

School Group	Full Amount		1st Instalment		2nd Instalment	
Primary Group 1-5	€	6.025,00	€	3.012,50	€	3.012,50
Primary Group 6	€	6.309,00	€	3.154,50	€	3.154,50
Primary Group 7	€	6.230,00	€	3.115,00	€	3.115,00
Secondary MYP1-MYP4	€	7.178,00	€	3.589,00	€	3.589,00
Secondary MYP5	€	7.628,00	€	3.814,00	€	3.814,00
DP1 & CP1	€	8.318,00	€	4.159,00	€	4.159,00
DP2 & CP2	€	9.168,00	€	4.584,00	€	4.584,00

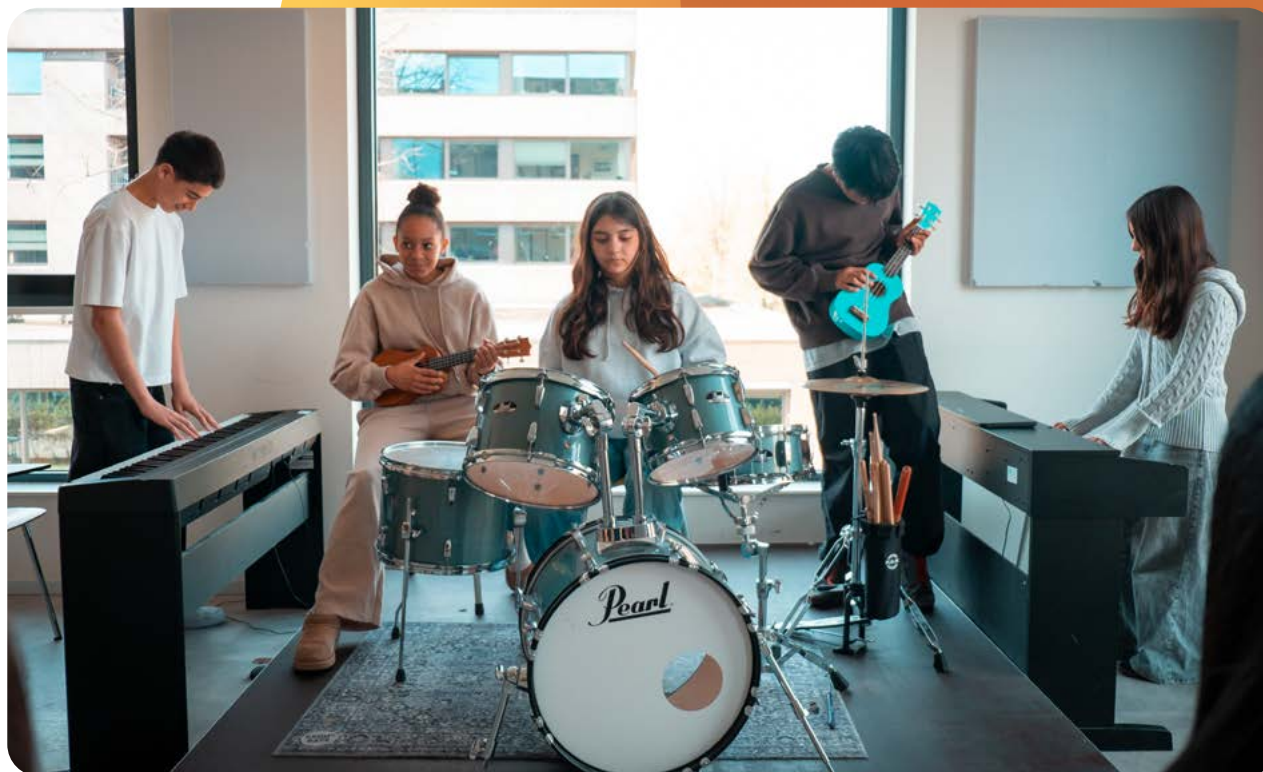
17. FINANCIAL MATTERS

WITHDRAWALS & REFUNDS

Should you wish to withdraw your child from the AICS, please send an email to withdrawals@aic.espritscholen.nl or send a message using the Messages Tab in OpenApply. The Withdrawal Form will be added to your Checklist in OpenApply. The following notice period and conditions of withdrawal must be adhered to to receive a refund of any remaining tuition fees, deposit and costs (if applicable).

- A 30-day written notice submitted through a completed Withdrawal Form in OpenApply is required.
- If your notice period falls over a holiday period, the withdrawal date will be considered the actual last day your child attended school. Therefore, the Withdrawal Form must be completed 30 days before this date, excluding the holiday period.
- For students leaving at the end of the school year, the notice period is 60 days. For the school year 2026/27 the last day to give the 60 days notice is 10 May 2027.

In addition to the standard notice period outlined in the school guide, we will charge 25% of the school fees for students who withdraw 30 days before the school starting date.



Requirements for the Deposit refund:

- The notice period of 30 days has been given by completing and submitting a Withdrawal Form in OpenApply.
- School Fees have been paid in full.
- All school books have been returned. If these are not returned, a €50 administration fee will be charged to your account. After the fee is applied, we are unable to accept the books in lieu of the charge. The fee will be deducted from your deposit.
- The AICS MacBook & charger has been

returned (Secondary students only, if applicable). If the MacBook is not returned, or is returned damaged, the relevant cost will be deducted from your deposit.

- The child has officially left the AICS.

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

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

17. FINANCIAL MATTERS



Table 6: Pro-rated refund structure for students withdrawing (leaving) during the course of a school year:

Exit during Month	%	Primary	Group 6	Group 7	Secondary	DP1 & CP1	DP2 & CP2
August	75%	€ 4.518,75	€ 4.731,75	€ 4.672,50	€ 5.383,50	€ 6.238,50	€ 6.238,50
September	50%	€ 3.012,50	€ 3.154,50	€ 3.115,00	€ 3.589,00	€ 4.159,00	€ 4.159,00
October	50%	€ 3.012,50	€ 3.154,50	€ 3.115,00	€ 3.589,00	€ 4.159,00	€ 4.159,00
November	50%	€ 3.012,50	€ 3.154,50	€ 3.115,00	€ 3.589,00	€ 4.159,00	€ 4.159,00
December	40%	€ 2.410,00	€ 2.523,60	€ 2.492,00	€ 2.871,20	€ 3.327,20	€ 3.327,20
January	30%	€ 1.807,50	€ 1.892,70	€ 1.869,00	€ 2.153,40	€ 2.495,40	€ 2.495,40
February	20%	€ 1.205,00	€ 1.261,80	€ 1.246,00	€ 1.435,60	€ 1.663,60	€ 1.663,60
March	10%	€ 602,50	€ 630,90	€ 623,00	€ 717,80	€ 831,80	€ 831,80
April	0%	€ -	€ -	€ -	€ -	€ -	€ -
May	0%	€ -	€ -	€ -	€ -	€ -	€ -
June	0%	€ -	€ -	€ -	€ -	€ -	€ -
July	0%	€ -	€ -	€ -	€ -	€ -	€ -

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

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 organisations of Internationally Oriented Education [IGVO], article 6a).

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

It is for this reason that if the responsible party does not satisfy the duty of payment according to the terms stated, the educational duties of the AICS cannot be fulfilled. Under these circumstances, the student will either be refused admission or not permitted to continue at the AICS.

In cases of non-payment, the AICS reserves the right to transfer its duties as an education provider to an appropriate institution, thereby satisfying its responsibilities according to the

terms of the agreement. In such a case, the parent/student (in advance coordination with the Berlage Lyceum and the Europaschool) will need to apply to the Dual Language educational stream (Tweetalig Onderwijs stroom, TTO) provided at the Berlage Lyceum for Secondary students, or to the Foreign Language educational stream (Vreemde Talen Onderwijs stroom, VTO) provided by the Europaschool for Primary students. AICS cannot guarantee a place will be available in these schools.

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. The withdrawal forms is available in your OpenApply account upon request. 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.

Esprit Schools has taken out several insurance policies for all its schools, including ours. These include legal liability insurance, an accident insurance, and a continuous travel insurance. All these insurances are supplementary to private insurances. The basic principle is that if you incur damage, you should first contact your own insurance company for possible compensation. It is important to mention that our insurances exclude coverage for deductibles. Additionally, the school is generally not liable for theft, burglary, loss, or damage to personal belongings of students, staff, and visitors. For other types of insurances (for employees) please [click here](#) to read more.

17. FINANCIAL MATTERS

ADDITIONAL INFORMATION

- The school fees include the use of textbooks.
- 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 is refundable if the Withdrawals conditions are fulfilled.

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 curricula, 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 Group 1-7 students while they eat their lunch.



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)
- 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 note books
- 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, MYP 5, CP 1-2, DP 1-2)
- Paper school planner (MYP 1-2-3)
- Gym bag marked with child's name

20. COMPLAINTS PROCEDURE AND CONFIDENTIALITY

1. COMPLAINTS PROCEDURE

Questions, problems, concerns, and complaints can arise in any school about a wide range of issues. If you, as a student or parent(s), are dealing with something, please let us know as soon as possible so we can discuss it. For complaints, the first point of contact is the teacher. If you cannot resolve the issue with the teacher, you can go to the mentor, Head of Campus or the Principal. Fortunately, most complaints can be resolved through mutual agreement within the school.

However, if this is not possible, you can submit your complaint via email to the Esprit Schools board at bestuur@cb.espritscholen.nl. If no solution is found at the school or board level, there is the National Complaints Committee for Education (LKC). The LKC is part of Onderwijsgeschillen, an independent organization dedicated to finding appropriate solutions for complaints and disputes within education. The [Onderwijsgeschillen website](#) provides information on how to submit a complaint to the LKC. Their phone number is 030 – 2809590. Our internal confidential counsellors (Linda Leer or Justin Santori) can assist you with submitting a complaint.



The [Esprit Schools website](#) contains our complaints procedure, which describes in detail all the steps you can take if you have a complaint.

20. COMPLAINTS PROCEDURE AND CONFIDENTIALITY

2. CONFIDENTIALITY ADVISORS

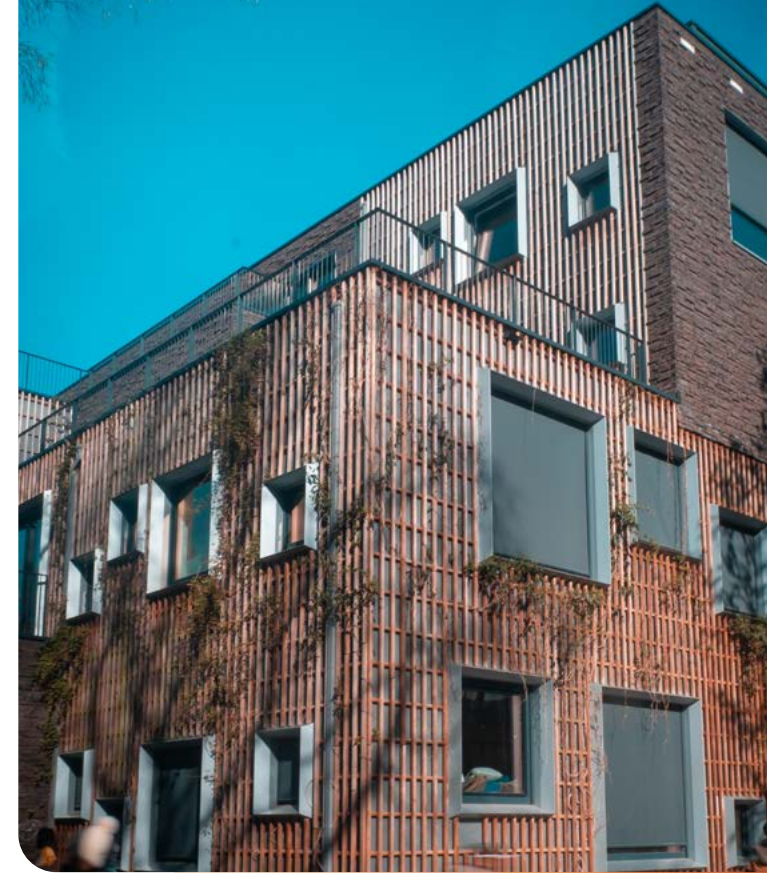
Our school aims to be a community where students and teachers/lecturers can learn from and with each other in an atmosphere of safety and enjoyment. This can only happen if everyone feels seen, accepted, protected, and supported. Sometimes, unpleasant things happen to you. You have a long-standing conflict with someone at school or home, you are being bullied, or other things occur that make you angry or sad. Don't keep it to yourself; talk about it with your teacher, mentor, or a lecturer. If you want it to stop but find it difficult to talk to your teacher, mentor, or lecturer, then speak with a confidential counsellor.

The internal confidential counsellors at our school are [Justin Santori](#) and [Linda Leer](#). They have completed the confidential counsellor training from the School and Safety Foundation.

The confidential counsellor:

- takes you seriously, listens to you, and works with you to find solutions;
- provides information about possible assistance and, if you wish, about filing a complaint;
- supports you in taking further steps to ensure you feel comfortable at school again.

You can send an email to Justin Santori and Linda Leer to make an appointment for a personal conversation with one of our internal confidential counsellors. Parents can also contact the internal confidential counsellor with a report or complaint about matters related to the school. Parents can send the complaint via email to one of our confidential counsellors. Depending on the workday, one of the confidential counsellors will contact the student or parent to arrange an appointment as soon as possible.



The internal confidential counsellor acts confidentially and carefully but cannot promise secrecy, as some criminal acts must be reported according to the law. If a minor student comes to the confidential counsellor with a complaint, the confidential counsellor must inform the parents due to parental information rights. The internal confidential counsellors want to be there for all parents and students with school-related complaints and are committed to a safe environment at the AICS.

21. CONTACT US

Principal

Rynette de Villiers

r.devilliers@aics.espritscholen.nl

Deputy Principal Business and Organisation

Kostis Papadopoulos

k.papadopoulos@aics.espritscholen.nl

Deputy Principal Curriculum

Netty Foley

n.foley@aics.espritscholen.nl

CAMPUS LEADERS SOUTH

Primary Head

Ellie Lucas

e.lucas@aics.espritscholen.nl

Primary Deputy Head

Laura Foster

l.foster@aics.espritscholen.nl

Secondary Head

Kieran De Groote

k.degroote@aics.espritscholen.nl

Secondary Deputy Head

Maddison Turner

m.turner@aics.espritscholen.nl

CAMPUS LEADERS SANDCASTLE

Primary Head

Mike Oszczypala

m.oszczypala@aics.espritscholen.nl

Primary Deputy Head

Rachel Donaldson

r.donaldson@aics.espritscholen.nl

Secondary Head

Jessica Morriss (Interim)

j.morriss@aics.espritscholen.nl

Secondary Deputy Head

Michael Adam

m.adam@aics.espritscholen.nl

ADMIN, ORGANISATION AND HR

Leader of Administration

Stephanie Laumanns

s.laumanns@aics.espritscholen.nl

Leader of Operations

Bert van Noort

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Leader of Systems and Technology

Dawn Mazurkiewicz

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HR Advisor

Renske Hogenes

r.hogenes@aics.espritscholen.nl





WELLBEING AND COMMUNITY

Head of Wellbeing Primary

Lyndsay Gregory

l.gregory@aics.espritscholen.nl

Head of Wellbeing Secondary

Breda Kelly

b.kelly@aics.espritscholen.nl

Head of Community Relations

Jessica Morriss

j.morriss@aics.espritscholen.nl

CURRICULUM: IB COORDINATORS

IB PYP Coordinator

Eleanor Pundyk

E.Pundyk@aics.espritscholen.nl

IB MYP Coordinator

Claudia Casalino-Korevaar

c.casalino@aics.espritscholen.nl

IB CP Coordinator

Fred Blokzijl

f.blokzijl@aics.espritscholen.nl

IB DP Coordinator

Sabrina Stremke

s.stremke@aics.espritscholen.nl

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

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 Sandcastle Campus

Primary & Secondary school

Bijlmerplein 1000

1102 MK Amsterdam

Phone: 020 723 5280

email: info@aics.espritscholen.nl

www.aics.espritscholen.nl





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