

ADMISSIONS POLICY

General	2
Students with Dutch Nationality only	2
The Diploma Programme	3
General Application Procedures	3
Confidentiality	3
General Data Protection Regulation	3
Enrolment criteria	4
Class allocation	4
Primary School	4
Group1	4
Group 2- 7	5
Secondary School	5
Middle Years Programme	5
Diploma Programme and Career-related Programme	5
Diploma Programme – First year	6
Diploma Programme – Second Year	6
Career-related Programme – First Year	6
Transition	7
Language Requirements	7
Middle Years Programme	7
Diploma Programme	8
Middle Years Programme year 5, Career-related Programme and Diploma Programme	8
Promotion Criteria	8
Promotion Criteria for the IB Middle Years Programme	8
Promotion Criteria for the Career-related Programme	9
Promotion Criteria for the IB Diploma programme	9
Students with Diverse Learning needs	9
Fees	10
Re-registration	10
Review Cycle	10
Documents Consulted	11

ADMISSIONS POLICY

General

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

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

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

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

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

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

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

Students with Dutch Nationality only

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

ADMISSIONS POLICY

Students with a Dutch nationality only, can apply to the AICS if they are either returning from or planning to relocate abroad.

The Diploma Programme

The Diploma Programme is open to all Dutch students who have a HAVO 5 diploma or a promotional report from VWO 4 to VWO 5, the school may advise to reconsider following the programme if students do not have Maths in their package. In addition, all students need to be fluent in spoken and written English. Students with Dutch nationality only must take Dutch as a Group 1 Language (at native/near native level)

General Application Procedures

The admissions procedure runs through Open Apply please visit the relevant section of the website. Open Apply is an online system the school uses in order to process applications, allowing 24-hour access. The first step in the procedure is the registration of interest (RoI) in the school.

The school has three different locations. The application procedure for all locations is the same. You will be able to select options regarding the location of your choice when completing the Registration of Interest, the first step in the admissions process.

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

If you are applying for a space for a child who has not yet reached the age of 4, spaces will be allocated 4-6 months prior to the start of the academic year the child will be enrolled in.

Confidentiality

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

- Name and address
- Date of Birth
- Nationality

General Data Protection Regulation

In accordance with the European Data Protection Regulation, the school only collects data that is directly relevant to the needs of the student.

ADMISSIONS POLICY

Parents and students have a choice in which materials are published and for what purposes. Please see the application procedure for more details.

Enrolment criteria

Class allocation

Children are placed in an age-based class. In order to determine the year level that your child would be placed in please refer to grade level calculation on the section Admissions & Application Procedures on our website. In exceptional circumstances, a different decision may be made. In addition we have the following guidelines for placement of students in the Primary School

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

Primary School

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

In order to ensure an optimal learning environment for our students the profile of class groups at the AICS is organized around the principles of mixed ability levels, social/emotional and special educational requirements, English language ability level and gender balance. In order to establish and/or maintain an optimal learning environment these principles will be reviewed at the end of each academic year and our Teaching and Leadership Team will decide on whether or not a class group will remain the same or be 'mixed'.

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

Group1

Group 1 classrooms provide opportunities through play which encourage children to develop emotionally, socially, intellectually and physically as well as encourage positive behaviour and interactions with other children and adults. The school aims to develop

ADMISSIONS POLICY

and maintain good relationships with parents to work in partnership in order to support the children's learning needs. The Group 1 intake process is the first step in enabling each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.

As part of the intake procedure, all Group 1 children will take part in a play session where the children will have the opportunity to play with their future peers and the Group 1 teaching team. The aim is to create a safe, secure, stimulating and well-organized learning environment which meets the individual needs and interests of all our students.

Group 2- 7

The school will place a child in group 2 to 7 based on previous school reports. Please note that an intake interview for prospective group 2-7 students may take place if the school requires additional information to the school reports or if there are no school reports. In this case, before being placed within the school, a student may be referred for an intake assessment by the Admissions Team. The intake assessment will help us to assess the student's learning profile. Standardised tests, such as a non-verbal reasoning test (NVR), may be used to screen for academic potential of the student.

Secondary School

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

A student may be requested for an intake interview if, when applying to the school, records are not sufficiently conclusive.

Middle Years Programme

Students may enroll at any time of the school year for all Middle Years programme year levels subject to availability. Students will be placed based on their school reports indicating that they are able to follow the IB Middle Years curriculum. Previous school records may affect options for subject choices in arts, design and language. Please see the application procedure for more details.

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

ADMISSIONS POLICY

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

Diploma Programme and Career-related Programme

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

Diploma Programme – First year

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

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

For Diploma Programme students, a Math and English test will be emailed to the current school to be taken under exam conditions. This will be taken into consideration along with the school reports, to help make the final decision.

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

Diploma Programme – Second Year

Placements in the second year of the Diploma Programme may only take place in exceptional cases if the student has met the requirements for promotion to the second year of the Diploma Programme. In addition, the school, students and parents need to be able to facilitate a smooth transition. DP 1 documents (internal assessments, extended essays etc.) that require transfer to AICS for IB submission (including the previous school

ADMISSIONS POLICY

authenticity statements) need to be indicated. We cannot accommodate subjects not offered at AICS. All requests must be discussed with the Diploma Programme coordinator.

Career-related Programme – First Year

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

Students will be expected to follow the Pearson BTEC level 3 Diploma in Business which is one of the main components of the programme. Students will also be expected to follow and appropriate level of Maths in order to gain access to Dutch Professional Universities.

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

Transition

In order to facilitate a smooth transition into the school, we may request additional information from parents, permission to contact previous schools and/or other professionals if and when relevant.

Language Requirements

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

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

ADMISSIONS POLICY

Middle Years Programme

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

Diploma Programme

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

Middle Years Programme year 5, Career-related Programme and Diploma Programme

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

Promotion Criteria

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

Promotion Criteria for the IB Middle Years Programme

GUIDELINES

The promotion requirements for MYP 1 - 5 students are

- a. Completion of the student assessment portfolio (SAP) with all the summative assessment tasks (SATs), regardless of levels of achievement.

- b. Students should have successfully met all the learning outcomes for Service and completed the Personal Project (MYP 5).

ADMISSIONS POLICY

c. A minimum of grade 4 (out of 7) in every subject and the personal project (MYP 5). Students could also be promoted if they have achieved up to two grades 3 in two subjects in two different subject areas.

MYP 5 ACHIEVEMENT REQUIREMENTS FOR CP/DP SUBJECTS

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

Promotion Criteria for the Career-related Programme

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

Promotion Criteria for the IB Diploma programme

To qualify for promotion from DP 1 to DP 2 the students must reach an overall score of 24 points for their 6 chosen subjects and a minimum of D in Theory of Knowledge. That means that for the chosen subjects the average mark must be 4. Students must have a minimum of 12 points for their Higher Level subjects and a minimum of 9 points for their Standard Level subjects. A grade 1 for a Higher or Standard Level subject is a failing condition, as is more than one grade two. For the seven subjects the student may not score more than three grades 3, or more than two grades 2.

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

At the end of the academic year, the student must have met the necessary CAS requirements. For the Extended Essay, the students should have met the necessary deadlines and show sufficient progress. Should one of these two conditions not be met, then the student will not be eligible to follow lessons in DP2 until the outstanding CAS and Extended Essay work has been sufficiently completed before the start of the new academic year.

ADMISSIONS POLICY

Students with Diverse Learning needs

The school strives to be inclusive, welcoming diversity. Where possible, the school accommodates students with diverse learning needs providing the necessary support can be provided, following the guidelines of Dutch law as reflected by in regulations about inclusive education Passend Onderwijs.

Please indicate special educational needs on the application form. Parents need to be as transparent as possible in order to facilitate support as quickly as possible. All the necessary historical documentation and academic history will be required by the school in order to assess the level of support needed.

While the school strives for inclusion in the Secondary School as well as in the Primary School, learning outcomes in the Secondary School cannot be modified. The school can offer a variety of individual assessment arrangements based on the individual needs of the students if and when these are corroborated with suitable evidence. In year 5 of the Middle Years Programme, the Career-related Programme and in the Diploma Programme requests will have to be authorised by the IB prior to implementation in the school. In addition, for the Career-related Programme requests will also need to be authorized by Pearson.

The Student Support Team strives to meet the needs of all students with a wide range of special educational needs; however, there are limitations to the support the school is able to provide. Please contact the admissions team for further information: applications@aics.espritscholen.nl

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

If, after a period of no less than six weeks in school, we feel that we cannot cater for the academic, social/ emotional, behavioural or physical needs of the child, (according to the government guidelines) we reserve the right to negotiate a transferal to an academic establishment that can better accommodate these needs.

Fees

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

Re-registration

ADMISSIONS POLICY

A re-registration letter is sent out annually to all existing parents between January and March. Students are re-registered automatically once confirmation has been received.

Review Cycle

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

Further Considerations:

Changes in the law
Admissions for the various locations
Career-related Programme

Documents Consulted

Beleids Regel Igvo 2010. Overheid.nl,

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

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

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

Dutch International Schools, www.dutchinternationalschools.nl

Passend Onderwijs. Rijksoverheid.nl,

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