



SCHOOL GUIDE 2018 - 2019



AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL

PRIMARY &
SECONDARY

INTERNATIONAL EDUCATION IN ENGLISH

esprit
SCHOLEN



DUTCH INTERNATIONAL SCHOOLS



AICS SCHOOL GUIDE

2018 - 2019

Education Manifesto of the Esprit Schools	6
The Philosophy of the AICS	7
Progress on educational quality at the AICS 2017-18	8
Mission, Vision and Context Statement	11
Esprit International	12
Curriculum Information Primary School, IPC	14
The Primary School Day	43
Curriculum Information Secondary School, IB MYP & IB DP	50
The Secondary School Day	72
Assessment, Reporting and Parent-Teacher Meetings at the AICS	80
Student Support Circle	84
Code of Conduct for Students, Staff and Parents/Guardians	90

Leave of Absence	99
Communication with Parents/Guardians and Students	101
Daycare and After School Care Services (Partou)	103
Location and Facilities	104
Admissions	112
Financial Matters	116
Student School Supplies List	128
Contact Us	130

WELCOME TO THE AICS!

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

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

This school guide gives you a good idea about what it means to be educated at the AICS. This school year we will further professionalise our organisation, culminating in a whole school Five Year Evaluation visit of all our services. Our 2019 Activity Plan will ensure that we live up to the high expectations of our accredited member status of the Council of International Schools (CIS).

We continue to grow to a triple location school at the beginning of the school year 2018-2019. In order to keep on learning as well as growing, we need to keep the balance: between growth and stability, between consolidation and innovation and between inclusion and attainment.

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

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

Looking forward to meeting you at the AICS!

**‘At AICS we learn new things
from our friends, our family,
society, from school and by
making mistakes’
(MYP 5 student)**



EDUCATION MANIFESTO OF THE ESPRIT SCHOOLS

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

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

Based on these cornerstones, we, the Esprit Governing Board, and the heads of the schools with ultimate responsibility, aim to provide inspiration to our schools. For this, our cornerstones must be translated into day to day education in close association with our students. We believe it is important to allow room for the development of individual qualities and the individual

development of students and employees. Consequently, we aim to offer education at Esprit Schools that enables students to use the talents they have to achieve the best possible educational results. This Education Manifesto points the way, and is intended as the basis for the policy agenda of the various Esprit schools. In the context of "good management" and the quality framework, School Heads render accounts of the results of their policy to the Esprit Governing Board. The Esprit Governing Board in turn renders accounts to the Esprit Supervisory Board and government authorities.

The Esprit Governing Board regards this Education Manifesto as a 'dynamic' document. This means that we shall not attempt to 'freeze' reality, but on the basis of annual evaluations, we shall adapt the Education Manifesto to any changed circumstances.

THE PHILOSOPHY OF THE AICS

The AICS Philosophy: Community-based International Learning

We explain the philosophy behind the Esprit Education Manifesto, and our vision and mission as 'the education of the international community, in the Dutch and International community, by the Dutch and International Community.' Our students acquire all the necessary academic skills while learning about themselves, their community, and the international world. We aim to:

- ❖ enable students and staff to achieve their full potential (talent development);
- ❖ create an accessible, diverse, caring learning environment and display respect for people from all backgrounds (world citizenship);
- ❖ develop high quality, meaningful and accessible approaches to (team-) teaching and learning, producing clearly documented outcomes which are held up against officially approved benchmarks (professional and result-oriented);
- ❖ creatively use and add to the experience of living in the Amsterdam and Dutch community (entrepreneurship).



PROGRESS ON EDUCATIONAL QUALITY AT THE AICS 2017-2018

At the AICS we work from important values. They include diversity, integrity, inquiry and community. These values embody who we are and they are the starting point for the development towards our goals.

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

In 2017-2018 our focus has been on the further improvement and consolidation of all three components, in particular the approaches to teaching and learning (e.g. the SOAR Programme to be implemented more widely, Aim Higher sessions - extra time allocated for specific English, Dutch and Maths support, more focus on collaborative curriculum development, collaboration on curriculum and analysis of results across subject areas, vertical articulation and implementation of approaches to learning skills, improvement of the diversity and distribution of assessment tasks and psychometric testing to aid –DP-

course selection). We have also been working on the development of professional learning communities to improve thinking skills, conceptual curriculum building, inquiry-based learning, authentic learning experiences, language development and the understanding and differentiation of the IB programmes.

We use the 176 criteria of the Council of International Schools (CIS) as the most whole school and process-oriented criteria to achieve this. The AICS continues to evaluate and strives to improve standards and practices as an ongoing process, led by the school's Quality Care Committee. An official whole school Five Year Evaluation of all 176 standards is planned for the school year 2018-2019.

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



MISSION, VISION AND CONTEXT STATEMENT

MISSION STATEMENT

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

VISION STATEMENT

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

CONTEXT STATEMENT

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

Amsterdam, Europa School, de Eilanden, de WSV School and MSL.

- ❖ The AICS is a member of the group of Dutch International Primary and Secondary Schools (DIPS and DISS). The DIPS and DISS cater for the needs of students with foreign nationalities who will only be spending a few years in the Netherlands, as well as for those Dutch students who need to be educated in an international school to ensure continuity of education. The main language of instruction in our classes is English. The Dutch authorities contribute to the costs of these international schools, each of which must be closely connected to a standard Dutch school.
- ❖ The AICS is an IB World School. The Learner Profile of the International Baccalaureate Organisation (IBO) is reflected in our mission statement.
- ❖ The AICS is a member of the Council of International Schools (CIS) and the European Council of International Schools (ECIS). The CIS and ECIS help us to maintain a Quality Care Cycle in the school and train our staff to answer to the highest quality standards respectively.



ESPRIT INTERNATIONAL

Internationalisation of education within the AICS and the Esprit School group is a process with the aim of ensuring that the same quality of provisions and the same degree of access, without social stratification, is available at Esprit schools all over Amsterdam.

The Esprit schools are facilitating students' possibilities to take part in international and internationalising programmes within the Esprit School Group.

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

The Europaschool also offers foreign language programmes (English, French and Spanish) which ease possible transition to the internationalising, bilingual (Dutch/English)

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 Diploma Programme (IB DP) at the AICS. For these students Dutch will be taught at the highest [Language A] level.

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

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

In August 2016 the AICS expanded by opening an additional location called AICS Satellite. For the school year 2017-18 this location will have groups 0, 1, 2, 3 and 4. Each year these students will roll up to the next grade level. Every school year we will have places available for group 0 and group 1. If existing students leave, we will then have some places available in the other groups. There will still be groups 0-4 at the Main Location.





The Primary School is organised in age-based year groups.
Only in exceptional circumstances will students be placed out of age

To enter Group 0*	a student should turn four after	1 October of that year
To enter Group 1	a student should be four by	1 October of that year
To enter Group 2	a student should be five by	1 October of that year
To enter Group 3	a student should be six by	1 October of that year
To enter Group 4	a student should be seven by	1 October of that year
To enter Group 5	a student should be eight by	1 October of that year
To enter Group 6	a student should be nine by	1 October of that year
To enter Group 7	a student should be ten by	1 October of that year

*group 0 begins every year in January

GRADE COMPARISON TABLE

Please note this is a “grade equivalent” comparison
and not a “curriculum” comparison:

AICS	USA & CANADA	ENGLAND/WALES
Group 0	Pre School	Reception
Group 1	Pre School	Reception
Group 2	Kindergarten	Year 1
Group 3	Grade 1	Year 2
Group 4	Grade 2	Year 3
Group 5	Grade 3	Year 4
Group 6	Grade 4	Year 5
Group 7	Grade 5	Year 6





Primary School Organisation:

The Primary School is organised into three sections:

Cooperative A: Groups 0,1,2

Cooperative B: Groups 3, 4 (POD East Groups 3A 3B 4A 4B and POD West Groups 3C 3D 4C 4D)

Cooperative C: Groups 5,6,7

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

.....

Group 0: The Ladybirds

Group 1: Dutch Insects

Group 2: Dutch Sea

Group 3: Dutch Woodland

Group 4: Dutch Birds

Group 5: Dutch Fossils

Group 6: Dutch Constellations

Group 7: Dutch Coat of Arms

.....

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

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





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

The Groups 0, 1 and 2 have full-time classroom assistants to help support the teaching and learning. Group 3 has part-time teaching assistants who may also assist other areas of the primary school according to different curricular and student needs. Teaching assistants help support the diverse learning environment so that the classroom teacher may differentiate to meet the needs of individual students and make optimal use of a multi learning-style approach in daily lessons. A Learning Support Assistant (LSA) is also provided across the whole age range and they provide specialist support as part of our inclusion programme.

Approaches to Learning

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

Group 0

Group 0 begins each January and runs until the end of the school year (January to July). A child turning four between October – December would need to wait until January in order to start school. A child turning four from January to the end of March can only start on their

fourth birthday. Children turning four after March will need to wait for group 1 in August. The fees for group 0 are not shown in this School Guide as the price fluctuates yearly. We do not receive a full subsidy for this group so it is slightly more expensive than group 1, but you only need to pay for the number of months your child will be attending.

INQUIRY BASED LEARNING

SECTION 1

Our programme is based on the principles of Inquiry Based Learning. This programme follows an exciting thematic approach that integrates the key concepts identified in, numeracy, literacy, science and art into meaningful contexts for delivery. We fuse Inquiry Based Learning into exciting Contextualised Learning Units with the International Primary Curriculum used as a starting framework where appropriate. Teachers are encouraged to create their own thematic units around the key concepts.

CORE VALUES OF THE IPC:

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

THE IPC IS DESIGNED TO HELP CHILDREN:

- ❖ Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- ❖ Engage with their learning so that they remain committed to learning throughout their school careers and their lives.
- ❖ Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- ❖ Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others.





Each Thematic Unit contains Learning Goals which are subdivided into:

- › Subject Goals
- › Personal Goals
- › International Goals

These key learning goals are identified within the eight subject areas of: art, geography, history, information and communication technology (ICT), language arts, mathematics, literacy, music, physical education, science, technology and additional language. At the AICS, our additional languages are Dutch and English Language Acquisition (formally known as EAL). International mindedness i.e. respect for others, is also an important element of the programme.

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

At the AICS the IPC unit is just one of many starting points for the curriculum planning. We take the programme a step further by infusing aspects of other international curricula such as:

- ❖ **FOSS Science:** This is a hands on programme that enables children to participate in the scientific process and carry out experiments on the key concepts in each IPC Unit.
- ❖ **Inquiry-Based Learning:** This is where students own questions and curiosity are used to drive the development of conceptual understanding alongside the skills development in the IPC.

Numeracy and Literacy are critical elements of learning to learn in the Primary years. As such, we also deliver these as individual subjects within the daily timetable.

www.internationalprimarycurriculum.com





SECTION 2 HOME SCHOOL WORLD (HSW)

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

HSW Additional Projects and Investigations:

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

The most important aspect is that Primary Aged children should be learning to enjoy Education

outside of school and not finding it a chore or a place of conflict. A family approach to learning leads to children who develop a positive relationship with learning outside the classroom in the later Secondary Phase of their Education.

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



SECTION 3
LITERACY

We recognise that reading and writing are integral cognitive and academic skills needed to ensure student success in all areas. In reading and writing, we draw on individual objectives as we strive to provide high-quality instruction in all classrooms. At the AICS the depth and quality of the reading and writing process has been developed through a Reader's and Writer's Workshop approach to instruction.

In Reader's Workshop, we choose not to use one reading programme (e.g. Oxford Reading Tree) because we believe reading to be much more complex and multi-faceted than only learning to read. Some children begin from a BIG PICTURE (abstract) perspective. They see whole words and whole sentences and seek the story first. Some children begin from the codes, letter sounds and diagraphs and build up into the words and sentences and the story gradually reveals itself (concrete). A majority of children use a combination of both strategies – moving between Abstract to Concrete

and Concrete to Abstract. Therefore, our approach to reading reaches into every area of our curriculum through a variety of approaches. For instance, Guided Reading, Reading for Meaning, levelled reading, and reading for pleasure at school and at home.

In Writer's Workshop, students will work through the writing process as they publish written pieces in a variety of text types. All students will have the opportunity to write narratives, non-fiction and poetry over the course of the school year. During each writing unit, students will also be introduced to one or more of the six writing traits: Ideas, Word Choice, Organisation, Sentence Fluency, Voice and Conventions. We look forward to helping bring out the inner author in all of our students!

The children also learn about the nature and use of the English language by learning about:

- ❖ The skills which help them to use the language effectively
- ❖ The meaning, use and form of language
- ❖ Enjoyment and appreciation of language

Language and Literature is an extension of the literacy programme in Groups 3 to 7. This is a weekly two-hour block where students are further challenged in either:

- › English Language and Literature
- › Dutch Language and Literature
- › ELA English Language Acquisition

This session enables Dutch and English speaking children to study classic Literature from those countries or have a further opportunity to extend their English and Dutch Language development towards academic understanding.



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



SECTION 4
NUMERACY

The numeracy or math skills and concepts programme is organized around four dimensions:

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

The students engage in multi-sensory, interactive programmes for learning entitled: Investigations and Numicon. Investigations is a mathematics curriculum designed to help all children develop understanding of the fundamental ideas of number and operations, geometry, data, measurement and early algebra. Math lessons consist of mental mathematics activities,

whole-class teaching, differentiated group tasks and a plenary. The use of practical equipment is integral to the learning of all students.

The Numicon Project is a collaborative endeavour to facilitate children's understanding and conceptual modelling of maths. It is a quality first teaching approach designed to give children the understanding of number ideas and number relationships that are essential for success in maths. In Numicon a series of structured patterns – Numicon shapes – are used to represent numbers, as part of a progressive teaching programme.

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





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

We recognise the importance of helping every child experience success in Mathematics. By using the Accelerated Maths programme to enhance our curriculum, we have better means to provide personalised practice on objectives that target individual student's needs. These activities give valuable

practice and reinforce the skills being learnt. The teacher is able to see, at a glance, how each student is progressing. Problem areas as well as areas of extension can be more quickly identified and intervention introduced when necessary. The automated marking system helps to provide immediate feedback for both the teacher and the student.

www.renlearn.co.uk
www.numicon.com

SECTION 5 SCIENCE

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

Developed at the Lawrence Hall of Science, University of California at Berkeley, FOSS is an on-going research project dedicated to improving the learning and teaching

of science. The FOSS programme materials are designed to meet the challenge of providing meaningful science education to prepare students for life in the 21st century. Development of the FOSS programme was, and continues to be, guided by advances in the understanding of how youngsters think and learn. The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS programme was created to engage students in these processes as they explore the natural world.

www.fossweb.com



SECTION 6 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Additionally, computers are available in our Library and ICT lab. Our ICT lab is equipped with computers or laptops, a smart board and an innovative ICT equipment museum.

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





SECTION 7 SPECIALIST LESSONS

Specialist Classes consist of English Language Acquisition, Dutch Language Acquisition, Dutch Language and Culture, Physical & Health Education (P.H.E), Music and the Performing Arts. These classes are facilitated by specialist teachers and allow for small group learning opportunities and/or specially equipped learning environments. These are timetabled throughout the week and located in the appropriate specialist learning area.

ENGLISH LANGUAGE ACQUISITION (ELA)

The English Language Acquisition (ELA) Programme recognises that the majority of the students learning English at our school already know more than one language, and are adding English to that repertoire. Thus, the focus of the ELA programme is to improve the English Language cognitive and language skills needed for participation within a community, the International Primary Curriculum and their future academic needs in the Secondary school.

Students follow a differentiated ELA programme that either develops:

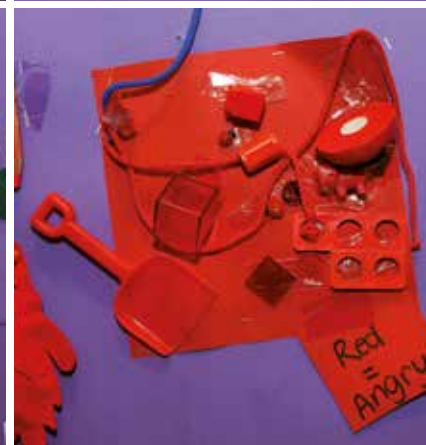
› Building blocks of the English Language.
This is called English Language Acquisition.

Or

› Conceptual understanding of English Language. This is called English Language and Literature.

This differentiation is based on the rigorous research into second language development where it is known that children develop both social language skills (Basic Inter-Communication Skills) and academic language skills (Cognitive Acquisition Language Development).

All students with little or no English when they start at the AICS will join the ELA Starter class. This is a pull-out programme of intensive English language instruction that lasts one school year. These students will not





attend Dutch language and culture lessons. All other English language lessons will take place in the classroom with additional ELA support where possible. After one year, a student's ELA status is reviewed and if required, a second year of ELA Starter lessons will be provided. All students taking part in ELA Starter classes will be notified with a letter home.

Depending on the language proficiency, Group 0, 1 and Group 2 students thus follow a differentiated ELA or Dutch Language Acquisition programme. Students receive specialized ELA support depending on their English language skills and comprehension. This may be in small group setting or within the regular classroom itself. The progression of achievement of each student is clearly communicated to the parents/guardians at each reporting period.

DUTCH

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

1. DUTCH LANGUAGE AND CULTURE (BICS)

- * This is a two hour per week Dutch Language and Culture course.
- * Focus is on Speaking and Listening in Dutch.
- * Two levels: Beginners and Standard.
- * The purpose of the course is to allow a child to access their local community through understanding their language and traditions.

Dutch Language Acquisition and Dutch Language and Culture are classes taught to facilitate the students with the integration of Dutch language and culture here in The Netherlands. The students are familiarised with Dutch customs and traditions, aiming to help them feel more at home in The Netherlands and confident in their communication with their Dutch community.



2. DUTCH LANGUAGE AND LITERACY DEVELOPMENT (CALPS)

- ❖ This is a four hour per week course.
- ❖ Focus is on Reading, Writing, Speaking and Listening in Dutch.
- ❖ The purpose is to gain Fluency in their native or family language.
- ❖ Three Levels: Beginners, Standard, Fluent.
- ❖ This level is suitable for children who have Dutch passports, Dutch Family background.
- ❖ Students are selected for this route based on their Netherlands profile AND their competence in the English Language (minimum Stanine Level 5).

DUTCH LANGUAGE LESSONS

Dutch lessons are provided by a teacher who is a Dutch Native Speaker. Dutch language curricula as well as a method designed for non-native speakers are used to ensure consistency and progress in the students' Dutch language development. The progression of achievement of each Dutch student is clearly communicated to the parents/guardians at each reporting period. Dutch levels are identified as Dutch Language Acquisition BICS (beginners, standard) for non-native speakers, Dutch Language, and Literature for native or bilingual Dutch language speakers CALPS. A student's Dutch language level is indicated on student report cards. The students participate in Dutch lessons to experience and enjoy Dutch culture and to gain additional language skills and understanding through play and theme-based learning. All students in Groups 0 through 7 follow the Dutch Language and Culture lessons. Students are as much as possible grouped according to their Dutch language abilities. The Dutch Primary Curriculum incorporates discussing current affairs, combining language learning with cultural enrichment as well as Dutch history and geography. Our Primary School organises school wide cultural events like King's Day and Sinterklaas, which are yearly highlights at the AICS.





PHYSICAL & HEALTH EDUCATION

Physical & Health Education classes are provided for all age groups and are taught by a specialist P.E. teacher. Group's 3 - 6 students will be transported from the AICS to the P.E. facility via stint (large cargo bicycles), each group accompanied by a supervisor. As students will be riding in a "stint" to the P.E. facility it is important that they are properly dressed for the weather (if it's raining, please ensuring your child is wearing rain boots and a raincoat - no umbrellas as these are safety hazards when walking in a line). Group 7 students will walk to the P.E. facility also accompanied by a supervisor. Groups 0-2 have P.E. at a gym facility inside the school building.

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

Groups 3-7 are required to have the following gym kit in order to be allowed to participate in P.E. lessons:

- Gym bag marked with child's name
- Indoor gym shoes
- AICS t-shirt and athletic training shorts

Please clearly label all items with your child's name. Failure to have their gym kit on a P.H.E. day will result in an unexcused absence of participation. If your child needs to be excused from P.H.E. lessons due to special circumstances (e.g. medical reasons: physical injury) please provide your child with a doctor's note. We also ask parents to email their class teacher with permission to remove any religiously related jewellery from their child before P.H.E. Parents need to email class teachers giving consent to do so and a brief description of the significance of this type of jewellery. If we have not received consent to remove the jewellery the child will need to sit out from the lesson for safety reasons.

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

In Physical & Health Education, children learn about healthy lifestyles and performing a range of movement activities through the IPC learning goals by being taught about: developing physical competence and confidence, developing creativity and imagination, a range of activities, a range of skills, physical development, healthy lifestyles, teamwork and communication. The knowledge, skills and understanding which children gain through their

study of physical education can be regarded in terms of: Skills, Planning, Performance, Evaluation, Fitness and Health. Students will have the opportunity to participate in: Gymnastics, Ball games, Athletics and Dance.

**‘Inquiring, thinking,
learning, questioning,
listening, working together,
creating’
(group 3 student)**





THE MAGIC ROUNDABOUT

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

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

The programme currently begins with Active at AICS in Group 0 and Group 1 then develops into the rotating carousel of activities throughout the whole primary school.

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





SECTION 8
GEMEENTE AMSTERDAM SPECIAL PROGRAMMES

SWIMMING

Group 5 students will participate in a swimming programme provided by the Gemeente Amsterdam. The Gemeente Amsterdam's aim is for every child to obtain at least their A-diploma. Parents are firstly responsible to ensure their children are given the opportunity and support needed to obtain their A-diploma. This swimming programme is provided to help facilitate success of this mission.



Swimming lessons take place weekly. The goal of these lessons is for students to attain a Dutch nationally accredited swimming diploma. Attendance is mandatory. Private bus transportation will be provided. Supervisors accompany the students to their swimming lessons. Students are required to have the following swim kit in order to be allowed to participate:

- › Swim bag marked with child's name
- › Swimming suit
- › Towel

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

Students who have already obtained at least an A-diploma from the "ZWEM-ABC" will be able to participate in the first 18 lessons of the swimming programme in order to practice for the next diploma. Students who have not yet received a "ZWEM-ABC" diploma will have 36 lessons to practice for one or more diplomas. Students who participate in only the first 18 lessons will follow a special programme at school with one of the Group 5 teachers for the remainder of the swimming lesson schedule.



ICE SKATING

Group 5, 6 and 7 students will participate in an ice skating programme, along with other Dutch schools. These take place at the Jaap Eden Sports Centre.

ART/MUSIC/MUSEUM TRIPS

We hope to be selected again this year to have our Group 6 and 7 classes participate in a programme consisting of a Concertgebouw Music workshop, and personal tours through museums around Amsterdam.

The AICS Primary also participates in a number of MOCCA (music/drama/arts/singing) programs in which specialised teachers join our classes and teach our students, along with our teachers, how to explore the arts in school.

NATUUREDUCATIE PROGRAMS – NATURE PROGRAMS

Groups 1-7 take part in a number of outdoor education activities such as Schooltuin (School Gardens) in Group 6 and 7, a field trip to a farm (in Group 4), and a number of other activities for Groups 1, 2 and 3 such a bug and plant walks.



SECTION 9
TRANSITION

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



NEW, PROMOTED AND LEAVING STUDENTS 2017-2018		
2017-2018	%	NEW STUDENTS THAT JOINED THE AICS:
Groups 0-3:	62%	
Groups 4-7:	18%	
2017-2018	%	STUDENTS PROMOTED TO THE NEXT YEAR:
Groups 0-3:	99%	
Groups 4-7:	100%	
2017-2018	%	STUDENTS LEAVING THE SCHOOL DURING OR AT THE END OF THE SCHOOL YEAR
Groups 0-3	11%	
Groups 4-7	11%	

GROUP 0-2	GROUP 3-7
Arrival/school opens 8:25 Registration / lessons / Begin 8:40	Arrival/school opens 8:15 Registration / lessons / Begin 8:25
(15 minutes) Story time and snack	(15 minutes) Story time and snack
Morning break Play time 30 minutes (play time)	Morning break Play time 30 minutes (play time)
Lessons	Lessons
Lunch Break 30 minutes (lunch time) 30 minutes (play time)	Lunch Break 30 minutes (lunch time) 30 minutes (play time)
End of day 15:15 Wednesday finish at 12:00 (half day)	End of day 15:15 Wednesday finish at 12:00 (half day)

AICS South East will have a slightly different schedule



IN 2018-2019:

Primary Groups 0-2 students will have 1127 hours of educational learning time;
Primary Groups 3-7 students will have 1175 hours of educational learning time.

LATE ARRIVALS AND ABSENCES

Groups 3-7 officially begin at 8:25am and end at 15:15pm Monday to Friday, with the exception of Wednesdays on which the school day ends at 12:00pm. Groups 0-2 start at 8:40am and end at 15:15pm. Students arriving later than the beginning times above must report to the Caretaker, located at the entrance of the school. Students will be given a late slip to take to their classroom teacher and be asked to 'sign in' at reception. This confirms that the student in question has been entered as 'present' in the school's database. This is an important safety measure so that we are informed of who is in the building at all times. In these instances the students will enter through the reception doors on their own to walk to their classrooms. With younger students needing assistance, the caretakers or Leaders for Learning present for morning duty will accompany the student to their classroom.

Parents/guardians are responsible for the arrival of their children at the correct time. You will be contacted if your child consistently arrives late. The Administrator will send a letter to the parent for an invitation to meet with the Head of School. Late arrivals will be recorded and reported to the School Truancy Officer. If students are not in school, and we have not heard from the parents/guardians by 9:00am we shall need to contact them to ensure the student's safety.

Late arrivals: Please remember to respect the learning that is taking place. Students should enter the classroom quietly. Please do not interrupt the lessons. Interruptions disrupt the concentration and learning of all. Please email info@aics.espritscholen and your child's teacher by 9am if you know that your child will be late or absent. Please provide the appropriate information so that our records can be properly updated and the teacher can be informed.

'Learning is making mistakes and then not making them again' (group 2 student)

AFTER SCHOOL CLUBS

A variety of after school activities are organised every term. Children can participate in after school activities such as dance, sewing, languages, karate, Zumba, inquiry and many more.

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

You will be informed of these activities via the AICS Newsetter. Parents will be billed for the After School activities in which their children participate. Activity choices should be made in order of preference.





ENTRY AND EXIT PROCEDURE

for groups 0-7 (AICS Main Location)

We would also like to take the opportunity to thank you for the calm and friendly morning entry at reception.

8:15 Group 3 to 7 children enter the school.
(Please arrive between 8:15 and 8:20).

8:25 Group 0 to 2 children enter the school.
(Please arrive between 8:25 and 8:30).

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

In regard to afternoon pick-up, we would like to make the following requests due to student safety issues that have arisen:

- ❖ Students in Group 4-7 who are picking up their younger sibling(s) must wait in the classroom of their sibling until parent/guardian pick-up.
- ❖ Parents need to ensure that if their child has permission to go home alone (Group 7 only), that this has been discussed with the classroom teacher and Leader for Learning in order to be permitted.
- ❖ Only students in Group 7 can be given permission by their parents to come to the reception to wait for parent/guardian pick-up. Students in Group 7 can also be given permission to go straight home. Either of these possibilities needs to be discussed with the parent, student, classroom teacher and Leader For Learning in order to be permitted. We strongly recommend that permission to leave school independently begins in February/March. These students ust leave the school premises at 3:15pm and go straight home.
- ❖ If children are to be collected for a play-date, etc. by another student's parent/guardian after school the classroom teacher and school office (info@aics.espritscholen.nl) needs to be notified via email. Students will not be sent home with the parent or guardian of another student unless the classroom teacher has been notified.

We are making these requests in regard to the safety of your children and our students. We want to ensure that all of our students are supervised at all times during our afternoon exit routine.

At the end of the school day Group 0-7 students can be collected from their classrooms. Please note that on Wednesday lessons end at 12:00.

ENTRY & EXIT PROCEDURE

for Groups 0-5 (AICS Satellite Location)

These procedures are in place to ensure the safety of all students and staff entering the building in the morning. We have a large number of people passing through a relatively small reception area.

DROP-OFF PROCEDURES IN THE MORNING

8:15 am - 8:25 am entry of students in Groups 3-5. Students will be asked to collect a late slip and sign-in if they arrive a school later than 8:25 am. We kindly ask that all Group 0-2 families remain outside the school building until 8:25 am, when doors open for the entry of our Group 3-5 students. If you have a child in Group 0-2 AND in Group 3, 4, 5, you may enter the building at 8:15 and we ask you then to gather on the carpet in the middle of the school building until 8:25 before dropping your younger child off at class.

GROUP 0 & 1 PARENTS (8: 25 AM)

When you come in at 8:25 am we ask all parents to use the main entrance. Please hold on to the hand of your child. Once you reach the classroom, you are welcome to settle your child in for maximum 5 minutes and then you are kindly asked to say your goodbyes and exit the building.
Students will be asked to collect late slips if they arrive later than 8:40 am.

*If your child will not be present at school please be sure to email the classroom teacher and mail to: info@aics.espritscholen.nl

PICK-UP AT THE END OF THE DAY

The school doors will open at 3:15 pm and parents are free to walk to their child's classroom to collect them. Students in Groups 0-3 must be collected by a parent or guardian from the classroom. 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. We truly appreciate your cooperation with this request. Together we can ensure that our AICS children have a calm and safe start to their school day. An essential ingredient for a day full of meaningful learning!





ENTRY & EXIT PROCEDURE

for Groups 0-7 (AICS South East Location)

PRIMARY SCHOOL CHILDREN

Groups 1-2: doors open 8:40 and parents can take their children straight to the classroom for lessons to begin every day at 8:45. Groups 1-2 will end at 15:20.
Groups 3-7: doors open 8:40 and children can go by themselves straight to the classroom for lessons to begin every day at 8:45. Groups 3-7 will end at 15:35
All Primary School children will end on Wednesdays at 12:20

BREAK TIMES

Students are supervised by class teachers during morning break. A Lunchtime Supervision Team will supervise the students while they eat their lunch and play. An additional fee of approximately 1.50 euro per school day per child will be charged to all Primary parents/guardians for this service.

SNACK AND LUNCH

Students need to have a snack box, and a separate lunch box provided from home. Parents/guardians are asked to send healthy foods and avoid sweets, glass containers or fizzy drinks. Please label the boxes and

drink containers with your child's name, and mark clearly which box is for snack and for lunch. Water is provided in class. During snack time, the teacher or class assistant reads a story to the whole class.

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

If a child forgets their lunch, the school will ask the parents to reimburse this cost.

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

LABELLING YOUR CHILD'S BELONGINGS AND CLOTHES

Please label all your child's belongings and clothes as there is always a large pile of unclaimed lost property by the end of each school term.

MESSAGES FOR THE TEACHER/MEETING WITH A TEACHER

As all classroom teachers, specialist teachers and teaching assistants are busy preparing for lessons or supervising entry areas in the morning so we ask that all parents who wish to communicate information to a teacher to do so via email. This way we can ensure all AICS staff can properly attend to their responsibilities in the morning. All parents will have the opportunity to

speak to their child's teacher at the end of the day when you pick up your child from the classroom. If you require more than a quick talk, please email your child's teacher to set up a formal appointment. Please note that it may take between 1-3 days before a teacher is able to respond to your email due to their teaching duties and/or after school meeting schedules.

HEALTHY EATING PROTOCOL

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



IB MYP & IB DP

Our two programmes, the MYP (Middle Years Programme) and the DP (Diploma Programme) in the Secondary School are authorised by the IBO (International Baccalaureate Organisation). The aim of these programmes is to develop internationally minded people, who, recognising their common humanity and shared guardianship of the planet, help to create a better, more peaceful world. IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

www.ibo.org

IB MYP (International Baccalaureate Middle Years Programme)

The academic year 2017-2018 will be the fourth year that the concept driven curriculum, which encourages teaching and learning for understanding, will have an external eAssessment in MYP 5. All classes in MYP have a maximum of 22 students.

THE EIGHT SUBJECT GROUPS

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



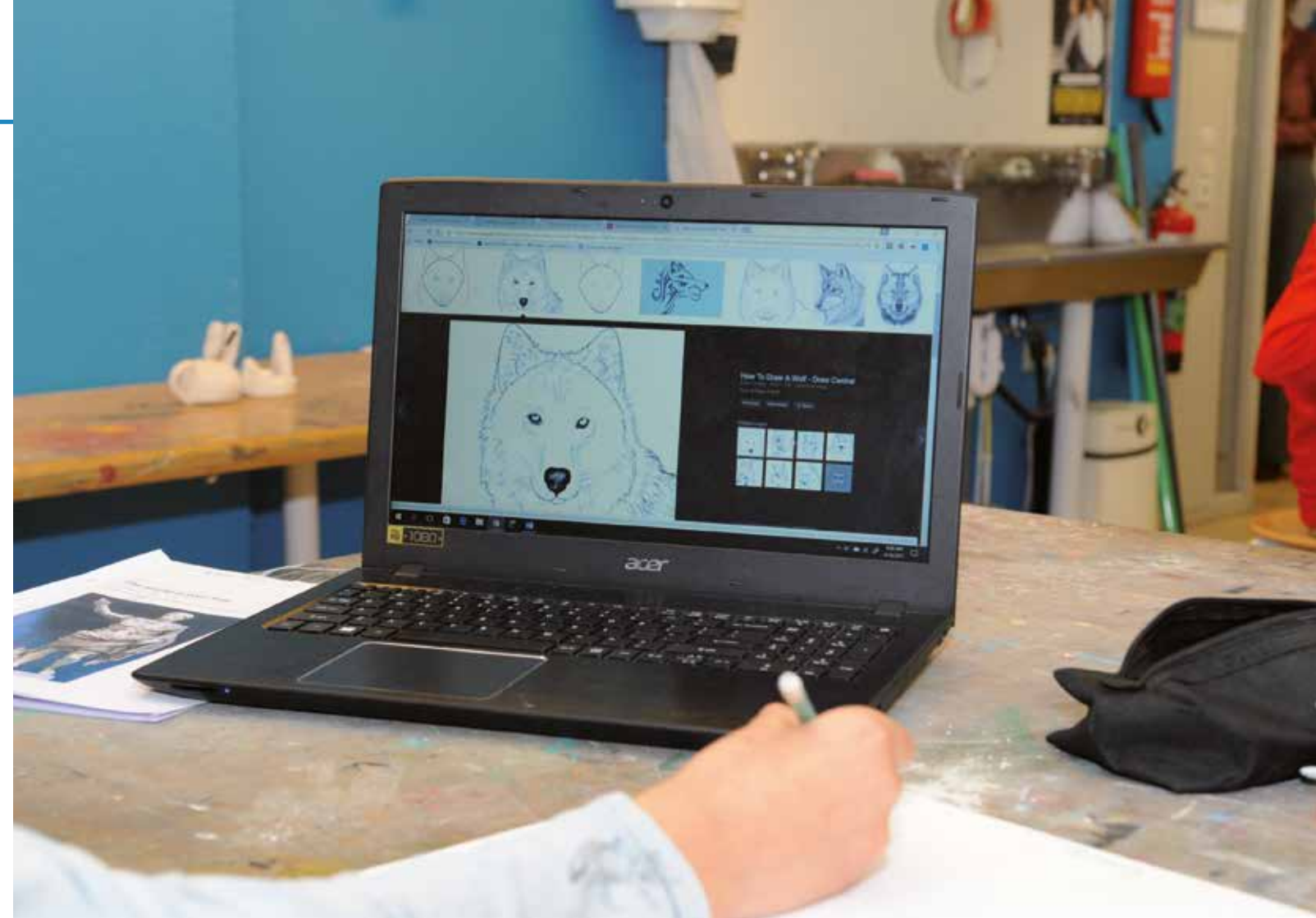
GRADE COMPARISON TABLE		
AICS	USA & CANADA	ENGLAND/WALES
MYP 1	Grade 6	Year 7
MYP 2	Grade 7	Year 8
MYP 3	Grade 8	Year 9
MYP 4	Grade 9	Year 10
MYP 5	Grade 10	Year 11
DP 1	Grade 11	Year 12
DP 2	Grade 12	Year 13



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MYP TEACHERS ORGANISE 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 that they have experienced. 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 (ATL). A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
 - ❖ Language and identity. MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation
-





E-ASSESSMENT

AICS offers the externally assessed IB Middle Years Programme (MYP) eAssessment. The eAssessment is a combination of several onscreen examinations (two-hour examinations on the school computers) and ePortfolios (samples of student coursework) that evaluate the MYP 5 students' conceptual understanding. eAssessment focuses on synthesising information, evaluating findings and applying them to real-world situations. It also prepares MYP 5 students for the rigorous demands of future studies such as the IB Diploma Programme (DP). eAssessment involves all the AICS MYP 5 students and it will take place between February and May 2017. A certificate will be awarded to MYP 5 students who will 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 form each of four required subject groups, plus an interdisciplinary assessment
- * One ePortfolio from a course of study in Language Acquisition
- * 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 Learning



Conditions for the Award of the MYP certificate. The MYP certificate will be awarded when all conditions have been met in compliance with the General regulations: Middle Years Programme and as described below. The IB will award a MYP certificate to each candidate who has:

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

SERVICE LEARNING

SERVICE in the MYP

What is it?

- 1 It is a core element of the MYP curriculum.
- 2 It is a type of action that starts in the classroom but extends beyond the classroom.
- 3 Service can take different forms of direct service

- › Indirect service
- › Advocacy
- › Research

- 4 It is a self-directed, personal learning experience: through engagement in service, you not only make the world a better place, you also learn a great deal about yourself.

STUDY (HOMEWORK) CENTRE 'AIM HIGHER'

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

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





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

SUBJECT AREAS	MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
LANGUAGE AND LITERATURE	TOTAL: 8	TOTAL: 8	TOTAL: 8	TOTAL: 8	TOTAL: 8
Dutch	4	4	4	4	4
English	4	4	4	4	4
LANGUAGE ACQUISITION	TOTAL: 0	TOTAL: 3	TOTAL: 3	TOTAL: 3	TOTAL: 3
German (MYP 2 – 4)	0	3	0	0	0
Spanish (MYP 2-5)	0	3	3	3	3
French (MYP 2-5)	0	3	3	3	3
<i>MYP 2-5: Choice of one language acquisition</i>					
MATHEMATICS	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4
Mathematics	4	4	4	4	4
ARTS AND DESIGN	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 6	TOTAL: 9
Music	4 (term 2)	4 (term 3)	4 (term 1)	2	3
Drama	4 (term 1)	4 (term 2)	4 (term 3)	2	3
Digital Design	0	0	0	2	3
Product Design	2	2	2	0	0
Visual Arts	4 (term 3)	4 (term 1)	4 (term 2)	2	3
<i>MYP 4 and 5 can choose Digital Design with Visual Arts or Drama, or Music with Visual Arts or Drama</i>					
SCIENCES	TOTAL: 3	TOTAL: 3	TOTAL: 6	TOTAL: 6	TOTAL: 6
Integrated Science	3	3	0	0	0
Physics	0	0	2	2	2
Chemistry	0	0	2	2	2
Biology	0	0	2	2	2
PHYSICAL AND HEALTH EDUCATION	TOTAL: 4	TOTAL: 4	TOTAL: 2	TOTAL: 2	TOTAL: 2
	4	4	2*	2*	2*
<i>*Two terms with 2 periods per week and one term with 4 periods per week</i>					
INDIVIDUALS AND SOCIETIES	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4	TOTAL: 4
History and Religion	2	2	2	2	2
Geography	2	2	2	2	2
Mentor Hour	2	1	1	1	2





MYP PERSONAL PROJECT

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

IBDP (INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME)

In the final two years students follow the IBDP (International Baccalaureate Diploma Programme) culminating in the official IB Examinations at the end of the two-year course of study. Successful participation in this programme leads to the acquisition of the IB Diploma, offering entrance into universities and institutions of further education worldwide.

THE IBDP FOR DUTCH STUDENTS LIVING PERMANENTLY IN THE NETHERLANDS

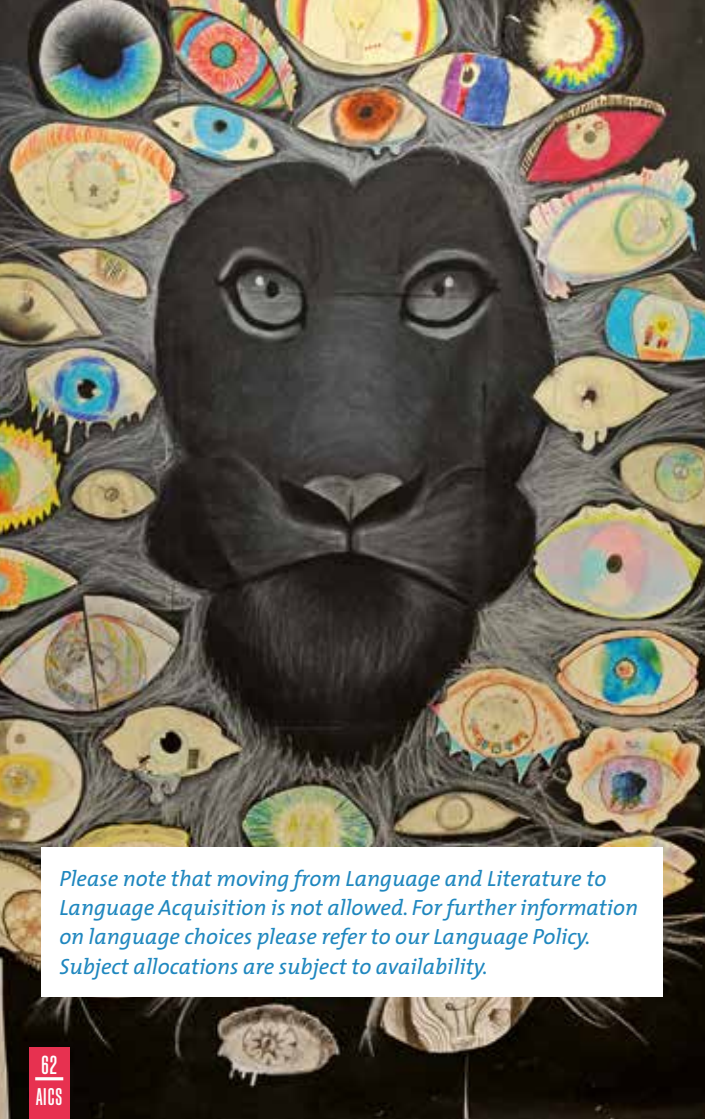
This programme is open to all Dutch students who have a HAVO 5 diploma or VWO 4 diploma. In addition, all students need to be fluent in spoken and written English.

IB DIPLOMA PROGRAMME SUBJECT CHOICE OVERVIEW

Students in the IB Diploma Programme need to choose six subjects: three at Higher Level (HL) and three at Standard Level (SL). HL subjects are chosen based on the student's academic strengths and interest in those subjects, requirements of institutions of tertiary learning and the advice of the Careers Counsellor and subject teachers. SL subjects cover topics in less depth than HL subjects and are intended to give the IBDP student a well-rounded education. HL subjects are usually timetabled for five teaching periods per week. SL subjects can be timetabled together with HL subjects, but require a minimum of three teaching periods per week. Students are required to choose one subject from each of the six subject groups. It is formally 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 follow lessons in Theory of Knowledge. Furthermore, they must write an Extended Essay and fulfil the requirements of the Creativity, Action and Service (CAS) programme.





Please note that moving from Language and Literature to Language Acquisition is not allowed. For further information on language choices please refer to our Language Policy. Subject allocations are subject to availability.

SUBJECT

GROUP SUBJECT

GROUP 1

Studies in Language and Literature*

English Literature HL/SL

English Language and Literature HL/SL

Dutch Language and Literature HL/SL

*Self-Taught Languages A1 (SL only)

GROUP 2

Language Acquisition

(B = language acquisition)

English B HL/SL

Dutch B HL/SL

French B HL/SL

German Ab Initio (SL only)

Spanish B HL/SL

Spanish Ab Initio (SL only)

OR AN EXTRA GROUP 1 LANGUAGE

GROUP 3

Individuals and Societies

Geography HL/SL

History HL/SL

Economics HL/SL

Business Management HL/SL

GROUP 4

Experimental Sciences

Biology HL/SL

Physics HL/SL

Chemistry HL/SL

Environmental Systems & Societies (SL only)

GROUP 5

Mathematics and

Computer Science

Mathematics Higher Level

Mathematics Standard Level

Mathematical Studies SL

GROUP 6

The Arts

Visual Arts HL/SL

Music HL/SL

OR ANY CHOICE FROM GROUPS

1, 2, 3 and 4

PROMOTION POLICY

The AICS only requires students to skip or repeat a year when it is considered to be of personal or academic benefit to the student. The decision not to promote a student is taken with an individual student's

best interests in mind, both personal and academic. This decision is designed to give a student more opportunity to meet the requirements for that MYP or DP level. Please Note: At the AICS it is not possible to re-sit in two consecutive years, or to re-sit a year twice.

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

**‘Learning has no limits,
no boundaries, it's something
that no one will ever outgrow’
(MYP 3 student)**

PROMOTIONAL CRITERIA MYP 1-5

GUIDELINES

- The promotion requirements for MYP 1 - 5 students' area Completion of the student assessment portfolio (SAP) with all the summative assessment tasks (SATs), regardless of levels of achievement
- Students should have successfully met all the learning outcomes for Service. (SasA) and the completion of the Personal Project (MYP 5)
- A minimum of grade 4 (out of 7) in every subject and the personal project (MYP 5). Students could also be promoted if they achieved up to two grades 3 in two subjects in two different subject areas.





MYP 5 ACHIEVEMENT REQUIREMENTS FOR DP SUBJECTS

- › A DP subject at the Standard Level (SL) can only be taken if the final grade in MYP 5 for this subject is 4 or higher.
- › A DP subject at the Higher Level (HL) can only be taken if the final grade in MYP 5 for this subject is 5 or higher.
- › In order to take DP Spanish B, French B or Dutch B a student should have reached Phase 3 or higher at the end of MYP5.
- › In order to take DP Physics, Chemistry or Biology at either SL or HL, students must have achieved:
 - ✱ Criterion A; level 6 out of 8
 - ✱ Criterion B; level 5 out of 8
 - ✱ Criterion C; level 5 out of 8
- › In order to take DP Environmental Systems and Societies the only requirement is a promotional report.
- › In order to take DP Mathematics HL the student has:
 - ✱ studied Mathematics Extended in MYP5
 - ✱ and has achieved a final grade ≥ 6
 - ✱ AND Criterion A ≥ 6
 - ✱ on top of that the student needs to demonstrate good collaborative and organizational skills, creative thinking as well as transfer skills
- › In order to take DP Mathematics SL:
 - ✱ The student has studied Mathematics Extended in MYP5 and does not meet the criteria mentioned above
 - ✱ The student has studied Mathematics Standard level and has achieved a final grade ≥ 5
 - ✱ And Criterion A ≥ 5

- › In order to take DP Mathematical Studies:
 - ✱ The student does not fulfill any of the above cases or
 - ✱ the student does not need Mathematics SL/HL for his future study at University.

It can be concluded from the above criteria concerning Mathematics, that in the MYP:

- ✱ Mathematics Standard level caters for students interested in DP Mathematical studies or DP Mathematics SL, while
- ✱ Mathematics Extended caters for students interested in DP Mathematics HL or DP Mathematics SL.
- › MYP5 History and Geography end of year grades will determine whether students are eligible for the DP Economics or Business & Management course. An average grade of 4 or higher is required for SL and an average grade of 5 or higher for HL. The recommendations of Individuals and Societies teachers are also taken into consideration.

- › For students who achieved either only one level or one grade below the requirements set above, the teachers will re-examine their individual cases.
- › Students may only opt for Physics HL if they are taking Mathematics SL or HL





PROMOTION CRITERIA 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.

When 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. Students taking a self-taught language must have completed the necessary requirements. Should one of these three conditions not be met, then the student will not be eligible to follow lessons in DP2 until the outstanding CAS and Extended Essay work has been sufficiently completed before the start of the new academic year.





STATUS OF MOCK EXAMS IN DP2

Mock Exams in March are an opportunity for students to experience the final DP Examinations in as realistic a setting as possible. Mock Exams are not used as a predictive tool for the DP examinations. Students who are not ready for the DP examinations should be identified and kept back at the end of DP1.

In the exceptional case where teachers have severe doubts about the student's ability to obtain the IB Diploma after the Mock Exams, parents will be fully informed

of the risks involved. In consultation with the school, parents may choose to withdraw their child from the May examination session.

Conditions for the Award of the Diploma (at the end of DP2). All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

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

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

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





NEW, PROMOTED AND LEAVING STUDENTS 2017-2018

2017 / 2018 % new students that joined the AICS:

MYP 1-5	9%
DP 1	39%
DP 2	3%

% students promoted to next year in:

MYP 1 – 5	98%
DP 1	88%

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

MYP 1-5	9%
DP 1	1%

2017-18 Diploma Programme (DP2)
final exam results:
82% received the full IB Diploma.

‘AICS Graduates are to be found in many different countries and institutions in the world’

DestinAICSions

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

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

THE NETHERLANDS

Amsterdam University College
Hoge School voor de Kunsten Utrecht
Gerrit Rietveld Academy
Hotel School, The Hague
Katholieke Universiteit Leuven
University of Maastricht
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
Gonzaga 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
Royal Holloway, University of London
University of Ulster, Northern Ireland
University of Essex
University of Sussex

CANADA

University of Toronto
University of Calgary
Liberal Arts University of Calgary

OTHER

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



THE SECONDARY SCHOOLDAY

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

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

***The lessons and school day will be slightly different at the AICS South East location.**

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

*Please note that normal lessons on Thursdays start at 11.00, however, there is a “Various Hour” that begins at 10.15. This is a meeting time for teachers and students for PP, EE, SaSa, CAS and personal mentoring.

**‘Learning at the AICS is using cultural differences and the acceptance of others to develop ourselves’
(MYP 4 student)**

We will strive to announce notifications about the ‘Various Hour’ at least one week in advance via Magister. Detentions, catching up on assignments and SST appointments will be scheduled from 8:30-10:00.

Timetables are given to students at the start of the school year and may be subject to change in response to changes in teaching personnel in 2018-2019.

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

THE USE OF PORTABLE ICT DEVICES

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

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

We have no restrictions on brands of software but require the essential tools: word processing, spreadsheet and presentation software. AICS is a Google Apps for Education School which brings a suite of tools to each student account which includes these basics

LEAVING CAMPUS DURING SCHOOL HOURS

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

SNACK AND LUNCH

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





LATE ARRIVALS AND SICK LEAVE

STUDENT ABSENCES

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

info@aic.espritscholen.nl

EXPECTED LATES/ABSENCES

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

UNEXPECTED CIRCUMSTANCES

When unexpected circumstances lead to a student being late or absent the school must be informed as soon as possible. The Leader for Learning will decide if the absence reason provided by the parents is a valid reason.

LATE FOR CLASS AND BUREAU HALT

If a student has been late four times within four school weeks a warning letter will be sent out to the student and parents/guardians. If the student continues to arrive late for class the school will report the lates to the Truancy office. The school may ask the Truancy officer (Leerplichtambtenaar) for intervention between school, student and parents. The Truancy officer will then invite parents and student for a meeting. Truancy will report students with more than twelve lates in four school weeks to Bureau Halt. Halt is a Dutch organisation with a national network of offices which aims to prevent and combat juvenile crime. Bureau Halt offers a special programme for school absences. For more information on Truancy and Bureau Halt:

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

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

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

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

ATTENDANCE

Parents can view their child's attendance online via Magister.





EXTRA-CURRICULAR CLUBS AND ACTIVITIES

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

Choose-your-Language (Taal naar Keuze) program offers secondary school students an opportunity to study extra languages, in addition to the regular language lessons taking place in schools. Esprit Schools, in cooperation with the municipality of Amsterdam, wants to give students the opportunity to be more involved with foreign or native languages. The following languages are being offered: Arabic, Chinese, French, Italian, Russian, Spanish and Turkish. Each week, students receive two-hours of in-class language instruction. Students may be at beginner to native level fluency.

"Service" promotes learning
because we research world
problems and how to help
solve them, allowing us
to apply our knowledge
to the real world
(MYP 2 student)

BEST LANGUAGE COURSES IN FRENCH, ITALIAN AND SPANISH

The course follows the IBMYP Language and Literature curriculum and assessment. Students will study and respond to literature in their mother tongue language. They will also maintain and develop their speaking, listening, reading and writing skills. Tutors are trained in using IB assessment criteria and inquiry concepts. Students are timetabled to receive in school support from 9:00h to 10:00h on Thursdays.



ASSESSMENT, REPORTING AND PARENT-TEACHER MEETINGS

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

PRIMARY SCHOOL REPORTS

The school year is divided into three terms of:

- TERM 1** Autumn (*focusing on approaches to learning (looking at social emotion development)*)
- TERM 2** Winter (academic reports)
- TERM 3** Spring (academic reports)

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

Learning Continuums carefully follow the conceptual development and intrinsic motivational factors of the learning process including personal development,

learning to learn, literacy and later in the academic year in numeracy too. The Continuums allow teachers to differentiate instruction appropriately to the level of the individual student and allow parents to see progression more clearly.

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

- 1 There are three progress reports: one in November, one in February and one in June.
- 2 In December and March a Parent-teacher Conference takes place. This is a formal meeting where teachers and parents look at progress and learning goals.
- 3 In June a Student Led Conference is held where parents can view and celebrate the work of their children. The nature of this portfolio approach varies according to the age of the children.

STANDARDISED TESTING

Standardised testing is a way of assessing children within an age group to see if they are making appropriate developmental progress in relation to a majority of children of their age. It is also a way for our school to monitor the quality, breadth of coverage and balance of the curriculum we are delivering. Our standardised tests look at development in numeracy and literacy. We carry out standardised testing in May and we endeavour to ensure that our approach is not stressful to the students and that they have a positive experience of testing. The Standardised Test data results are communicated in the Progress Reports twice a year. Please note that we do not carry out the Dutch CITO test.

THE PRIMARY STUDENT FORUM

We believe that all effective learning begins with a happy, confident child!

Throughout the school year the Primary teachers engage in a meeting called the Primary Student Forum. At the meeting individual students are discussed in relation to one or more of the following areas:

- › Their social and emotional needs
- › Their happiness and well being
- › Their health
- › Their academic progress

The purpose of the meeting is to establish areas of need and to suggest support strategies to maximise their well-being and learning potential. The meetings are small scale and may include the class teacher (specialist teacher, Leader for Learning and a member of the SST. We operate a strict policy of:

- › Dignity
- › Respect
- › Privacy
- › Confidentiality





SECONDARY SCHOOL REPORTS

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

Term 1 Report in November: MYP and DP

Term 2 Report in April: MYP and DP

Term 3 Report in July: MYP

2 All Reports are summative and indicate criterion-referenced assessment and numerical grades for each subject.

3 Parents and students will have access to teacher feedback and grades on assignments throughout the year via Managebac.

4 Teachers meet at least five times in the academic year to discuss together the progress of each individual student.

5 Parent-Teacher-Student Conferences are held in December and April. This is an opportunity for parents to meet with a selection of three of their child’s teachers to discuss their progress.

6 Student-Led Conferences are held in July. This is an opportunity for parents to view the work of their children and for the students to set goals for the next academic year.



STUDENT SUPPORT

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

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

‘I see young minds coming into the building to soak up information and new knowledge. They never give up in the face of adverse conditions because they want to be the best they can be’ (Humanities teacher for MYP)

THE STUDENT SUPPORT TEAM

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



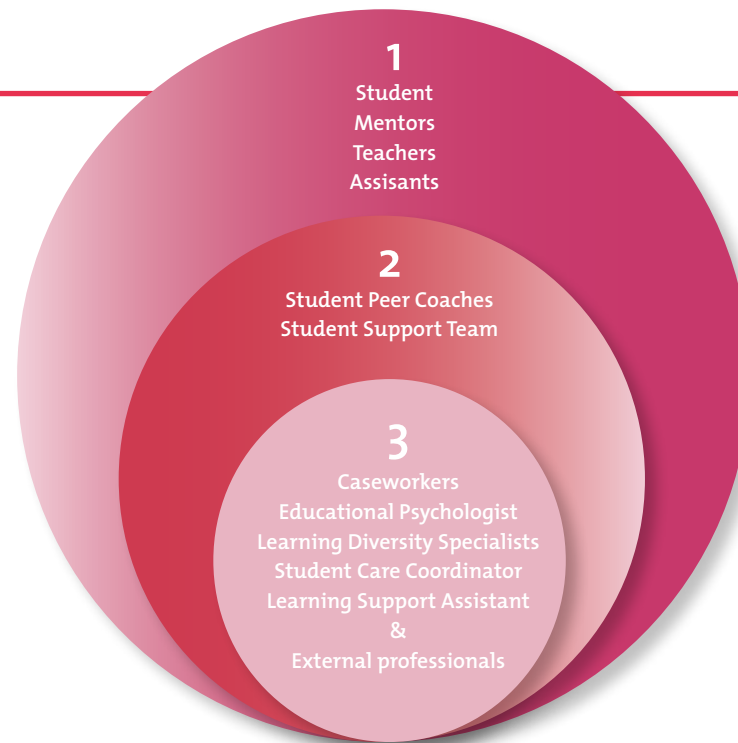
STUDENT SUPPORT CIRCLE

The first circle

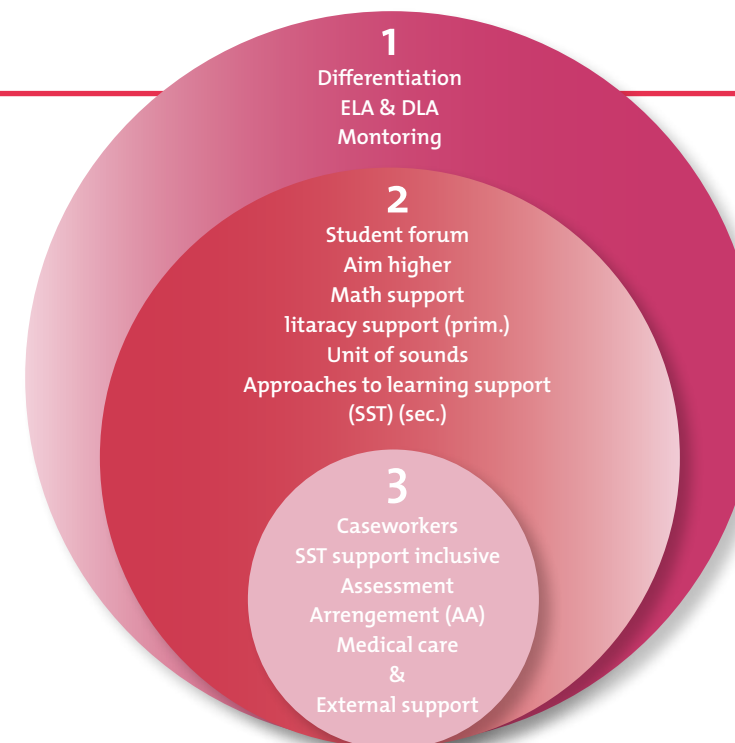
At school, the Primary School Teacher and the Secondary School Mentor are always the first point of reference in case of queries and concerns regarding any matters that may impact learning and/or development. They are responsible for the wellbeing of the specific students under their care.

Where appointed, classroom assistants also play a vital role in assisting teachers with general student support and teacher-guided differentiation. In addition to the above, the Careers Counsellor is responsible for careers and subject choice counselling for the Secondary students.

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

**The second circle**

Within the second circle students receive additional guidance and/or support from within the school. This process is initiated and monitored via the Student Forum and parents are informed.



Student Forum provides an opportunity for teachers to come together to share observations and strategies. The aim here is in-class intervention. Students within Student Forum are supported and monitored. Goals set are tracked over a determined

period of time via the Learning Support Profile. Support could take the form of: implementation of shared strategy, small group support (such as literacy support, Aim Higher (secondary only), etc.) Possible guidance and/or involvement from the Student Support Team may be required.

The third circle

Our third circle of support can be thought of as a program through which students with more specialized needs are supported in a combination of co-taught and small group support, in conjunction with appropriate therapies, support by Learning Diversity Specialists, in and outside classroom support (including the Learning Support Assistants) and external support. Teachers, parents, and students play important roles in this support.



The AICS Student Support Team consists of:

- ❖ Primary and Secondary Leaders for Learning
- ❖ ZorgCoordinator (or ZoCo, Student Support Coordinator)
- ❖ Learning Diversity (LD) Specialists
- ❖ Careers Counsellor
- ❖ Educational Psychologist
- ❖ Learning Support Assistants (LSA)
- ❖ AICS Administration Team Member

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

This team meets weekly in order to discuss and evaluate students of academic, social/emotional or behavioural concern within the school, with the exception of the Careers Counsellor.

External Specialists

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

- ❖ Parent-Child Advisor Primary
- ❖ Parent-Child Advisor Secondary
- ❖ Speech and Language Therapists
- ❖ Occupational Therapist

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

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





The Student Support Team consists of the Primary and Secondary Leaders for Learning, Zorgcoordinator (Student Support Coordinator), Learning Diversity Specialists (LDS), Psychologist, and the Learning Support Assistants (LSA). This team meets regularly in order to discuss and evaluate students of academic, social/emotional or behavioral concerns within the school.

Student Support Team members may also be caseworkers of Student Support Team students. This means that each may be assigned to a proportion of the cases under review at any given time. Caseworkers may provide direct support (for example academic support), or support may be indirect as each caseworker is responsible for collating information and coordinating support provided by internal and external professionals. Detailed records are kept of each student's overall history by individual caseworkers.

At the AICS we also have a Student Support Team Plus (SST+). This group consists of the Student Support Team members plus the Headmaster and outside specialists such as the Primary and Secondary School Doctors and Nurse, Truancy Officers and Parent-Child Advisors

Ouder-Kind Adviseurs. In addition, students can be referred to outside Specialists (i.e. occupational therapy, speech and language therapy, Altra) for particular needs which cannot be catered for within the existing school structures.

The AICS' inclusive approach to learning means that we can accept students with an average to above average intelligence with English as an additional language and Learning Diversity needs. The AICS works with a maximum 18% students with Learning Diversity needs per classroom.

In order to ensure an optimal learning environment for our students the profile of class groups at the AICS is guided around the principles of mixed ability levels, social/emotional and special educational requirements, English language ability level and gender balance. The profiles indicated in the table help in guiding the creation of an optimal learning environment for all students regarding learning diversity.

In secondary due to student subject choice we are not always able to ensure an optimal student support profile.



CODE OF CONDUCT FOR STUDENTS, STAFF AND PARENTS/GUARDIANS

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

INTRODUCTION

The Code of Conduct for AICS students, Staff and Parents/Guardians is an instrument 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 an instrument used to work towards our vision.

Students, Staff and Parents/Guardians are expected to be committed to our Code of Conduct.

STUDENTS

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.

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 an agenda, which we use for recording our assignments and planning our activities.

BEHAVIOUR

We behave with courtesy and consideration and we show respect for those in authority and for the feelings and rights of our classmates. This means that we are polite to everyone and that we try to be positive and encouraging towards ourselves and others at all times. AICS recognises the importance of online social media networks as a communication tool. We ask that students get permission from all third parties before posting on social media, in accordance with European Privacy Laws and AICS/Esprit policies.

RESPONSIBILITY

We have the 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 school in advance and ask our teacher what assignments we will miss. It is up to us to make sure we hand in the work to

our teacher on an agreed date. Taking responsibility means that we can never refer to someone else's behaviour to justify our own actions. We are expected to be on the school premises for the scheduled on-site activities, where all rules of normal conduct and behaviour apply.

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



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 get 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 displays of 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.



PARENTS/GUARDIANS

COMMUNICATION

- 1 When 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 Leader for Learning. If, after seeing the Leader for Learning, we are still not satisfied, we refer to the Headmaster. 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 addressed to the school's Confidentiality Person, an external Confidentiality Person or the Esprit Executive Board (for contact details, see under Contact Us). It is inappropriate to co-copy other parents into emails to the classroom teacher that voice concerns or complaints.
- 2 We notify the school immediately about any changes of address or telephone numbers. This is a crucial aspect of our duty of care for your child.
- 3 We inform the school office staff in writing about any medical issues or other special needs that our child may have.

COURTESY

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

ATTENDANCE

- 1 We are responsible for our child's attendance at school. In case of illness, we contact the School Office by 9:00 am on the first day of absence info@aics.espritscholen.nl, and then keep the school informed – on a daily basis – of our child's condition, as well as providing medical documentation on request. We inform the school in advance of any medical or other appointments which cannot be scheduled outside of school hours. Holidays taken during the school term need specific permission from the Dutch Education Authorities as well as the Headmaster (see Leave of Absence).
- 2 We ensure that our child is at school 10 minutes in advance of the first lesson. Lateness interrupts learning, makes classroom organisation difficult, and is discourteous to the teacher and other students



STUDENT ABSENCE DUE TO FREQUENT OR PROLONGED ILLNESS

The AICS closely monitors prolonged or frequent student absence due to illness. The school is legally obliged to reports cases of concern to the appropriate external agencies e.g. the Bureau Leerplichtplus (Truancy Office) of the gemeente where the student is registered.

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

DEFINITION

- ❖ Long term illness absence: more than 10 consecutive days sick
- ❖ Frequent illness absence: sick more than 3 times in 2 months
- ❖ Doubtful illness absence: doubt about the statement of illness,

suspicion that illness is not the cause of absence e.g. very vague symptoms, a pattern of informing us of the illness after the event, often absent for particular classes or on particular days or a pattern of absence before or after school holidays.

AICS PROTOCOL

- 1 If a student is absent due to illness for more than 6 consecutive days, then the school will contact the parents by telephone and/or email. The school will enquire how the student's recovery is progressing, what agreements on school work are in place and whether it is known when the student will return to school.
- 2 If the agreed period to return to school has expired and the student is still not present, the school will contact the parents again.
- 3 In the following cases the school doctor and truancy officer will also be involved:

- >> The student is absent due to illness for more than ten consecutive days sick.
- >> The students is absent due to illness for more than three times in two months.
- >> There is doubt about the statement of illness.
- >> There are concerns about the student.

- 4 It may be decided that the student needs to be referred to the school doctor. The student and parents will be invited for a consultation to discuss the reason of absence, make arrangements for returning to school and if necessary be referred to other medical/care consultants.
- 5 Parents will be informed if the school does report the student to the truancy officer. The truancy officer will then take the appropriate action in consultation with the other medical/care consultants



- NOTE
- The school will also report the following cases to the truancy officer:
- ❖ Student and parents do not adhere to the agreements that are made with the school doctor about returning to school and the absenteeism continues
 - ❖ Student and parents do not appear at arranged consultations with the school doctor and the absenteeism continues.

LEAVE OF ABSENCE

Families wishing to take their children out of school for one day or more during term time must apply in advance for a leave of absence. Absence Request forms are available in the School Office and on the school's website, and should be submitted for approval 6 to 8 weeks in advance of the proposed absence. Approval for absences will be considered for medical reasons; moving house; attending a funeral, wedding, or religious occasion; or when the student must return to their home due to the serious illness of relatives. (Please refer to Rules for Leave of Absence on the back of the Absence Request form which is obtainable from the School Office). Families are entitled to take holiday leave in a situation when a family holiday during the normal school vacation is not possible. In such a case, a letter from the employer should support the Absence Request Form. In such cases, the school administration is empowered to grant a holiday leave of a maximum of ten school days, once per school year per family. For a request of more than ten days, a formal letter is required one month in advance. It must be submitted to the Headmaster and the Amsterdam Truancy Office.

Holiday leave will not be granted in the first or last two weeks of the school year. If parents/guardians wish to allow their children to leave school for an appointment during school hours, a letter of notification should be sent to the School Office.

Students who are taking courses or are involved in sporting activities which require absence from school must apply before the start of the school year. Their application must include documentation from the body offering the course and must explain when and why the absence from school is necessary. The request will be forwarded to the truancy office for their approval without which, leave cannot be granted.

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





1. Reasons that will be considered for this request

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

2. Duration of absences

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

3. Financial Implications/ Requirements

- * The AICS will hold the students place for a maximum of 3 months.
- * The parents/guardian will be expected to pay for the tuition fees plus all costs for the 3 months the student is not at school on extended absence.

* The parent must confirm in writing their acceptance to pay the tuition fees for the requested long term absence of 3 months.

* The parent/guardian must realise that should they extend the absence for longer than 3 months then they will be required to officially withdraw their child/ children from the AICS. The parent/ guardian will then be required to go through the Admissions process in order to put their child / children back on the waiting list. In this regard, it is important to note that any returning students will have priority on the waiting list.

* Truancy needs to be informed of the long term request for absence. Truancies written decision must be communicated to the AICS.

We strive to keep open communication channels with our parents and students, and encourage you to make appointments with the relevant member(s) of the AICS team if you have particular queries or concerns. In addition, parents and students will receive a weekly update of AICS activities and information via the AICS Weekly and via our website. Emails will be sent home when specific, important information needs to be communicated immediately.

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

THE MELTING POT

(Parents supporting the AICS)

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

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

PARTICIPATION COUNCIL (PC)

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

meet once every six to eight weeks and consists of staff, student and parent representatives.

STAFF COUNCIL

The Staff Council is made up of teaching and support staff from both the Primary and Secondary Schools. It functions in an advisory and policy-making capacity. Suggestions concerning regulations and other appropriate matters may be brought to the notice of Staff Council members.

STUDENT COUNCIL

The Student Council is made up of student representatives of both Primary and Secondary schools, and functions in an advisory as well as policy-making capacity. Suggestions concerning regulations and other appropriate matters may be brought to the notice of Student Council members.

DAYCARE AND AFTER SCHOOL CARE SERVICES

LUNCHTIME SUPERVISION

The AICS has outsourced its lunchtime supervision to Partou Prinses Irenestraat. In school weeks it takes place on Monday, Tuesday, Thursday and Friday from 12.00 to 14.00 o'clock. The children are supervised by a professional coordinator and volunteers. If you are interested in joining the Lunchtime Supervision Team as a volunteer, please contact Marieke Riphagen or Kim Heckman, Lunchtime Coordinators of Partou, on partou@aics.espritscholen.nl

PARTOU CHILD CARE

Partou is located in the AICS in the Prinses Irenestraat and provides day care, out-of-school care and lunchtime supervision for children between 0 and 12. The centre is open for a maximum of 11 hours a day and all year round (with the exception of public holidays). Thus the children's care fits in with their parents' working hours. Hot meals are available on demand.

All members of the staff master the English language. This ensures a reliable transfer of information between staff and English speaking parents. The language of communication with the children is Dutch. However, we use English to appease the children when necessary or to translate a Dutch message they did not understand. This not only enhances the children's feeling of safety, but also gives them the opportunity to learn both languages. Read more about our bi-lingual care in Partou's General Pedagogical Policy Plan, which you will find on.

www.partou.nl

DAY CARE

For the little ones Partou provides day care. During the day we offer them a mix of free playing time and organized, theme-based activities which stimulate their development. Every six weeks a new theme is addressed with new activities introducing the children to new words. If the weather is nice, we like to spend time outside on our own playground or go for a walk in the park.

AFTER-SCHOOL-CARE

We find it important that the children can relax after a busy school day. During school weeks we offer them a wide range of activities. It is up to the children themselves whether they want to participate in a workshop or activity or prefer playing freely. During the school holidays we have a special holiday program based on a particular theme. Part of the holiday program is the undertaking of trips with the children twice or three times a week.

Curious about our centre? You are welcome to drop in and have a look. For more information about placing possibilities and prices call our customer service on (088) 235 75 00 or send an e-mail: klantenservice@partou.nl



DESCRIPTION OF SCHOOL BUILDINGS, LOCATIONS AND FACILITIES

ESPRIT SCHOLENGROEP SERVICE BUREAU

The Service Bureau is situated in the AICS Main Location. The AICS benefits from its resources including expert advice on financial, facilities, legal and staff matters.

AMSTERDAM Main Location**PRIMARY & SECONDARY SCHOOL**

Prinses Irenestraat 59
1077 WV Amsterdam
Phone: 020 577 12 40
Fax: 020 577 12 49
email: info@aics.espritscholen.nl

The AICS is situated in a spacious four storey building in the quiet residential area of the Prinses Irenestraat, and enables us to offer places for up to 1200 students from the ages 4 to 19. This location offers Primary School groups 0-7 and Secondary School MYP 1-5 and the IB Diploma Programme. It is a few minutes walk from Station Amsterdam Zuid/WTCThis location is highly accessible by car, train, bus, tram and metro. We provide a modern, caring and supportive learning environment for our students. The AICS currently shares the building and facilities with Partou, a

Day-Care Centre for children from 0 – 4 years of age. In September 2021 this location will relocate to a new purpose built school at A J Ernststraat, by the side of the VU university.

The students at the AICS Zuidas cannot transfer to other AICS locations. Transferring between the locations will not be possible at any time. The idea is that students start and remain at one location. When applying for the AICS, you have the option to choose to be on the list for one particular location or multiple locations (meaning whichever location becomes available first). The AICS Zuidas is part of the AICS: we are now one school in three locations. The curriculum, school values, philosophy are the same.

P.E. FACILITIES

Some of our Primary students (groups 3-7), and all of our Secondary students, will use a provisional but fully equipped gym facility for their lessons which is a five minute walk from the school. MYP 1 and 2 students will walk in small groups under supervision, unless parents / guardians have given written permission (via a PHE permission slip) for their child to walk or cycle independently. The Primary students will be supervised.

WORLD CAFÉ AND THEATRE

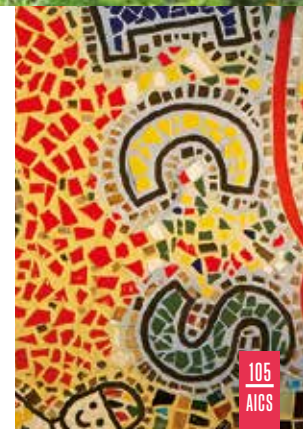
The World Café is open every morning from 8.15-9.45 am for AICS parents to meet over a coffee or hot chocolate. The Melting Pot (parents association) also have their monthly international coffee mornings here.

CENTRE OF EXPERTISE

The aim of the Centre of Expertise (CoE) is to provide and improve professional development for Esprit employees and to provide AICS in-company training for all employees and participants of other (international) schools in the Netherlands. The Centre of Expertise offers a wide range of workshops, courses, lectures and professional development afternoons where staff share good practice, develop new ideas and improve teaching skills. In 2014-2015 the CoE hosted workshops about learning support topics, English and Dutch Language acquisition, subject specific workshops like Maths, Languages, and Extended Essay. Two official IB workshops have taken place as well on the topic of global contexts for teaching and learning, and inquiry in the MYP. We make use of our in-house expertise or we invite experts from outside.



**‘Learning is a journey
that never stops’
(MYP 2 student)**





LIBRARY

The library is open to all students, staff and parents. We encourage students to borrow books and read as much as possible. We would like them to leave the school having developed a habit of reading. Therefore, parents are encouraged to visit after school hours when they are free to borrow for their children and for themselves.

Reading is at the core of our activities. We host each primary group every week for either a story or a short lesson in information literacy. During this time the children borrow books to take home for the week. For secondary students, the library is available throughout the school day to support their studies or as a place to relax and prepare for their next lessons.

We have a magnificent collection of books and are always glad to hear of recommendations. We also have subscriptions to various academic databases to assist with the more specific research needs of our students. Alongside the usual library activities we have a piano, plenty of chess, worm composting, poetry readings and various other activities throughout the year. We are open from 8am until 5pm every school day.



LOCATIONS AND FACILITIES

Satellite Location

PRIMARY SCHOOL

A J Ernststraat 130
1082 LP Amsterdam
Phone: 020 723 4830
email: infosatellite@aics.espritscholen.nl

In August 2016 the AICS expanded by opening an additional location called AICS Satellite. For the school year 2018-19 this location will have Primary School groups 0 - 5. Each year these students will roll up to the next grade level. Every school year we will have places available for group 0 and group 1. If existing students leave, we will then have some places available in the other groups. The AICS Satellite is a small intimate school with a big heart. This building also has a daycare/ after school care, a local Dutch school, a pre-school, some gemeente offices and a café/restaurant. It is a lovely community building which fits in with our school ethos of being a community school.

This location is situated opposite the Gelderlandplein shopping centre in Buitenveldert. This is a 5-10 minute cycle/drive from the AICS Zuidas

and from direction Amsterdam two to three stops further on the metro and tram. Public transport: metro 51, tram 5.

The students at the AICS Buitenveldert cannot transfer to other AICS locations. Transferring between the locations will not be possible at any time. The idea is that students start and remain at one location.

The start and end times are the same in all locations for the Primary School. New and existing staff work at all locations.

When applying for the AICS, you have the option to choose to be on the list for one particular location or all locations (meaning whichever location becomes available first). The AICS Satellite is part of the AICS: we are now one school in three locations. The curriculum, school values, philosophy are the same.

P.E. FACILITIES

The children have access to a large well equipped gym hall twice a week, which is in another part of the building. The school also books time in a creative play hall that is shared between the two Primary Schools.

CAFÉ AND THEATER

The Cafe, dance studio, kitchens and theater are available to the school to use whenever we host any special events, performances and school concerts. The cafe is a shared community space open to the schools, elderly homes and families living in the area.

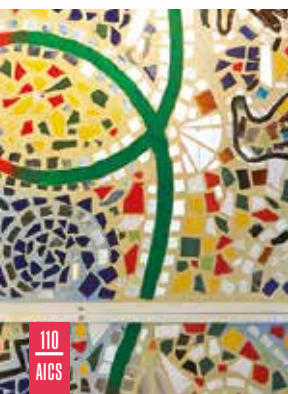
LIBRARY

We have a smaller scale library in this location. As the school expands so will our collections of books. We are very fortunate to be situated next door to a large Dutch library and all the children have accesses to library facilities.

DAY CARE/AFTER SCHOOL CARE

Partou daycare/after school care is also available at this location. Please call 020 661 38 09 or email @partou.nl for more information.





South East Location

PRIMARY & SECONDARY SCHOOL

opening in September 2018 at a temporary location in Amsterdam East.

(TEMPORARY LOCATION PHASE ONE)

Primary & Secondary School
President Brandstraat 29
1091 XD Amsterdam East
Phone 020-7235280
email: infosoutheast@aics.espritscholen.nl

PHASE ONE

This location will open sometime during September 2018 for Primary School groups 0-7 and Secondary School classes MYP 1-3. Each year students will then roll up to the next grade level. We will start in a temporary location in AMSTERDAM EAST for one year.

The students at the AICS South East cannot transfer to other AICS Locations. Transferring between the locations will not be possible at any time. The idea is that students start and remain at one location.

The start and end times are the same in all locations for the Primary School. New and existing staff will work at the AICS South East. When applying for the AICS, you have

the option to choose to be on the list for one particular location or all locations (meaning whichever location becomes available first). The AICS South East is part of the AICS: we are now one school in three locations. The curriculum, school values, philosophy are the same.

P.E. FACILITIES

There is P.E. hall in main building.

LIBRARY

There will be a small library in the temporary building.

DAY CARE/AFTER SCHOOL CARE

We will be connected to an after school care programme.

PHASE TWO

In academic year 2019-2020 this school will relocate to the Darlingstraat, AMSTERDAM SOUTH EAST. We will open a pre-fabricated (ready built) school that has capacity for 500 students.

PHASE THREE

Around September 2021 this school will move to its final home which will also be in AMSTERDAM SOUTH EAST, but closer to the Biljmer-Arena area.



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 of 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. You will need to complete our application form (see our website for more information), and provide the following documents listed below. If possible, please send everything digitally. Scanned copies are acceptable:

- › proof of temporary residence (via an Employer’s declaration or contract)
- › copy of parent’s/guardian’s and child’s passport
- › the last 2 years school reports (in English)
- › digital photograph of your child
- › a “Historisch Gezinsuitreksel” document (you can obtain this from your local Gemeentehuis (Town Hall)

after you have officially registered with them. If you are still abroad, this document can be given to us later).

Please complete the application form and submit it via email or post to begin the admissions procedure. Once we have received the application form, you will receive an invoice for the non-refundable registration fee. Only when this fee has been paid, will we process your application form and officially add you to the AICS waiting list.

Although we have two locations, you only need to complete one application form. You can choose whether to go onto the waiting list for the Main Location only, the Satellite Location only, or Either Location. For Either Location, this means we will offer you the first available place. In some circumstances you may be offered a choice of location, but more often you will only be offered the one available location.

THE ADMISSIONS APPLICATION PROCEDURE

STEPS

- 1 A completed Application Form with all supporting documentation is submitted .
- 2 The Registration Fee is paid.
- 3 The application is then processed and your child is added to our waiting list.

- 1 Once a place is available
- 2 The Intake Interview is completed
- 3a Your application is Accepted
- 3b Your application is Denied

- 4 When you return the acceptance slip
- 5 When you have paid the tuition fees

YOU RECEIVE

- A letter confirming our receipt of the application.
- We will inform you of this via email and invite your child for an intake interview and assessment.
A letter informing you of the status of the application.
A provisional acceptance letter with response slip to confirm that you still want the available place.
A meeting with the headmaster (if required) along with a letter of explanation.
- An invoice for the tuition fees.
- A final acceptance letter confirming the class and start date.



You will be contacted via email (and not via post) if a place becomes available. Please note that an Intake Interview is standard procedure for all new primary school students, but may be waived for secondary school students if the school records are conclusive enough. For Secondary School Diploma Programme students, we will email a Math and English test to the current school to be taken under exam conditions. We will take this into consideration along with the school reports, to help us make the final decision.

Before being placed within the school, a student is referred for an intake assessment by the Admissions Team. The intake assessment helps us to assess the

student's learning profile. Standardised tests, such as a non-verbal reasoning test (NVR), are used to screen for academic potential of the student.

For group 0 and group 1 the intake will be in the form of a play afternoon where the children will have the opportunity to play with their future classmates and the Group 0 and Group 1 teaching team. Our aim is to create a safe, secure, stimulating and well organized learning environment which meets the individual needs and interests of all our students. Provide opportunities through play which encourage children to develop emotionally, socially, intellectually and physically. Encourage positive behaviour and interactions with other children and adults. We aim to develop and maintain good relationships with parents as we work with them in partnership supporting their children's learning needs. The Group 0 and Group 1 intake process is the first step in enable each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.

Additional in-house testing may be required for some students in order 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. For more detail, please ask to see the SST guide.

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

If, after a period of no less than six weeks in school, we feel that we cannot meet the academic, social/ emotional, behavioural or physical needs of your child, (according to the government guidelines) we reserve the right to negotiate a transferal to an academic establishment that can better accommodate these needs. In this event, all fees paid (with the exception of the Registration fee) will be refunded.





SCHOOL FEES

The AICS is officially recognised by the Dutch Ministry of Education, which contributes funds to the school. School fees are set annually, in accordance with Dutch International Primary and Secondary School Guidelines. Tuition fees are needed to fulfil the educational duties of the AICS. They are used for keeping the class sizes small; hiring staff internationally; the provision of a modern, caring and supportive learning environment; membership of international organisations and accreditation services. To process your application, a non-refundable Registration Fee of

200 euro per student will be charged. Once you have been accepted into the AICS, you will be charged for the Tuition Fees, Costs and a Deposit of 500 euro. The school fees are established annually for the following academic year, taking into account, amongst other considerations, indexing/ inflation. In addition the school reserves the right to further adjust the school fee in order to accommodate changes in state funding towards school fees, along with any increases in external examination fees.

ANNUAL SCHOOL FEES 2018/2019 FOR ALLNEW STUDENTS STARTING IN SEPTEMBER 2018

School Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1	DP2
Tuition Fees	€ 4.650,00	€ 4.650,00	€ 4.650,00	€ 5.550,00	€ 5.550,00	€ 6.550,00	€ 6.550,00
Deposit (New Students)	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00
Excursion Fees	€ 120,00	€ 370,00	€ 300,00	€ 550,00	€ 550,00	€ 750,00	€ 550,00
Lunch Supervision	€ 320,00	€ 320,00	€ 320,00	€ -	€ -	€ -	€ -
Year Photo	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00
Year Book	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00
Examination Fees					€ 450,00	€ -	€ 850,00
TOTAL	€ 5.625,00	€ 5.875,00	€ 5.805,00	€ 6.635,00	€ 7.085,00	€ 7.835,00	€ 8.485,00

GROUP 0 – PAYMENT STRUCTURE FOR 2018-2019

As this age group is not fully subsidised by the government, the tuition fees are slightly higher than groups 1-7.

Starting in	Total Invoice	Payment Option
January	€ 4,595.00	Full Payment
February	€ 3,986.00	Full Payment
March	€ 2,935.70	Full Payment
April	€ 1,727.85	Full Payment
May	€ 942.75	Full Payment
June	€ 604.55	Full Payment

GROUP 0 – INVOICE BREAKDOWN FOR 2018-2019

Group 0	Starting during month					
	January	February	March	April	May	June
Tuition Fees	€ 3.700,00	€ 3.145,00	€ 2.201,50	€ 1.100,75	€ 385,25	€ 77,05
Deposit	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00	€ 500,00
Excursion Fees	€ 120,00	€ 102,00	€ 71,40	€ 35,70	€ 12,50	€ 2,50
Lunch Supervision	€ 240,00	€ 204,00	€ 142,80	€ 71,40	€ 25,00	€ 5,00
Year Photo	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00
Year Book	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00	€ -
Total	€ 4.595,00	€ 3.986,00	€ 2.950,70	€ 1.742,85	€ 957,75	€ 604,55

ADDITIONAL INFORMATION

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

DEPOSIT FEE

The deposit fee of 500 euro will be refunded when the following conditions are met: all School fees have been paid, all Library books have been returned, no damage has been caused by a Student and withdrawal has been submitted within the correct notice period. Please refer to the “Withdrawal” section.

COSTS – EXCURSION FEES

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

COSTS – LUNCH SUPERVISION

Students are supervised by class teachers during morning break. A Lunchtime Supervision Team will supervise the students while they eat their lunch.

NEW STUDENTS PAYMENT STRUCTURE FOR 2018 – 2019:

1. PAYMENT STRUCTURE FOR NEW STUDENTS STARTING IN OCTOBER 2018:

- ✱ Full payment of the invoice within 14 days from date of invoice
- OR
- ✱ In two Instalments:
 - › First Instalment within 14 days from date of invoice
 - › Second Instalment by 31 October 2018

SECOND INSTALMENT BY 31 OCTOBER 2018

Group	Full Amount	1st Installment	2nd Installment
Primary Group 1-5	€ 5.625,00	€ 3.300,00	€ 2.325,00
Primary Group 6	€ 5.875,00	€ 3.550,00	€ 2.325,00
Primary Group 7	€ 5.805,00	€ 3.480,00	€ 2.325,00
Secondary MYP1 - MYP4	€ 6.635,00	€ 3.860,00	€ 2.775,00
Secondary MYP5	€ 7.085,00	€ 4.310,00	€ 2.775,00
DP1	€ 7.835,00	€ 4.560,00	€ 3.275,00
DP2	€ 8.485,00	€ 5.210,00	€ 3.275,00

Group 0 starts in January, Full payment is required



2. PAYMENT STRUCTURE FOR NEW STUDENTS STARTING IN OCTOBER 2018 OR LATER:

- * Full payment of the invoice within 14 days from date of invoice.
- * No instalments options are offered with effect from October 2018.

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

PAYMENT STRUCTURE AS PER THE STARTING MONTH - SCHOOL YEAR 2018/2019

Starting Month	%	Primary Grp 1-5	Primary Grp 6	Primary Grp 7	Secondary MYP1- MYP4	Secondary MYP5	Secondary DP1	Secondary DP2	Payment Options
September	100%	€ 5.625,00	€ 5.875,00	€ 5.805,00	€ 6.635,00	€ 7.085,00	€ 7.835,00	€ 8.485,00	IN 2 INSTALMENTS
October	90%	€ 5.116,00	€ 5.341,00	€ 5.278,00	€ 5.780,00	€ 6.230,00	€ 6.680,00	€ 7.330,00	FULL AMOUNT
November	80%	€ 4.607,00	€ 4.807,00	€ 4.751,00	€ 5.200,00	€ 5.650,00	€ 6.000,00	€ 6.670,00	FULL AMOUNT
December	70%	€ 4.098,00	€ 4.273,00	€ 4.224,00	€ 4.620,00	€ 5.070,00	€ 5.320,00	€ 6.010,00	FULL AMOUNT
January	60%	€ 3.589,00	€ 3.739,00	€ 3.697,00	€ 4.040,00	€ 4.490,00	€ 4.640,00	€ 5.350,00	FULL AMOUNT
February	50%	€ 3.080,00	€ 3.205,00	€ 3.170,00	€ 3.460,00	€ 3.910,00	€ 3.960,00	€ 4.690,00	FULL AMOUNT
March	40%	€ 2.556,00	€ 2.671,00	€ 2.643,00	€ 2.880,00	€ 3.330,00	€ 3.280,00	€ 4.030,00	FULL AMOUNT
April	30%	€ 2.047,00	€ 2.062,00	€ 2.062,00	€ 2.300,00	€ 2.750,00	€ 2.600,00	€ 3.370,00	FULL AMOUNT
May	20%	€ 1.538,00	€ 1.553,00	€ 1.553,00	€ 1.720,00	€ 1.720,00	€ 1.920,00	€ 1.860,00	FULL AMOUNT
June	10%	€ 1.029,00	€ 1.029,00	€ 1.029,00	€ 1.125,00	€ 1.125,00	€ 1.225,00	€ 1.185,00	FULL AMOUNT
July	10%	€ 1.029,00	€ 1.029,00	€ 1.029,00	€ 1.125,00	€ 1.125,00	€ 1.225,00	€ 1.185,00	FULL AMOUNT

EXISTING (RETURNING) STUDENTS – BREAKDOWN OF THE FEES FOR 2018/2019

Shool Group	Primary Group 1-5	Primary Group 6	Primary Group 7	Secondary MYP1-MYP4	Secondary MYP5	DP1	DP2
	€ 4.650,00	€ 4.650,00	€ 4.650,00	€ 5.550,00	€ 5.550,00	€ 6.550,00	€ 6.550,00
Tuition Fees	€ -	€ -	€ -	€ -	€ -	€ -	€ -
Deposit (New Students)	€ 120,00	€ 370,00	€ 300,00	€ 550,00	€ 550,00	€ 750,00	€ 550,00
Excursion Fees	€ 320,00	€ 320,00	€ 320,00	€ -	€ -	€ -	€ -
Lunch Supervision	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00	€ 20,00
Year Photo	€ 15,00	€ 15,00	€15,00	€ 15,00	€ 15,00	€ 15,00	€ 15,00
Year Book	€-	€ -	€ -	€ -	€ 450,00	€ -	€ 850,00
Examination Fees							
TOTAL	€ 5.125,00	€ 5.375,00	€ 5.305,00	€ 6.135,00	€ 6.585,00	€ 7.335,00	€ 7.985,00

PAYMENT STRUCTURE FOR EXISTING STUDENTS RETURNING IN SEPTEMBER 2018:

- * Payment of the invoice by the 1st of July 2018
- * In two Instalments:
 - › First Instalment by 1 July 2018
 - › Second Instalment by 31 October 2018



PAYMENT STRUCTURE

Group	Full Amount	1st Installment	2nd Installment
Primary Group 1-5	€ 5.125,00	€ 2.800,00	€ 2.325,00
Primary Group 6	€ 5.375,00	€ 3.050,00	€ 2.325,00
Primary Group 7	€ 5.305,00	€ 2.980,00	€ 2.325,00
Secondary MYP1 - MYP4	€ 6.135,00	€ 3.360,00	€ 2.775,00
Secondary MYP5	€ 6.585,00	€ 3.810,00	€ 2.775,00
DP1	€ 7.335,00	€ 4.060,00	€ 3.275,00
DP2	€ 7.985,00	€ 4.710,00	€ 3.275,00

OTHER FEES

LATE PICK UPS

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

PAYMENT TERMS & CONDITIONS

The identity of the AICS is greatly determined as an institution of education according to the Dutch laws which dictate the rules for funding and management

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

By signing the agreement (the AICS Enrolment Application), the responsible party (parent/student) demonstrates a specific choice for the schooling at the



AICS and thereby acknowledges and explicitly accepts the duty of payment until the enrolment is terminated.

It is for this reason that if/when 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 continuation 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 (Twee-Talig Onderwijs stroom, TTO) provided at the Berlage Lyceum for Secondary students, or within the Foreign Language educational stream (Vreemde Talen Onderwijs stroom, VTO) provided by the Europaschool for Primary students. AICS cannot guarantee a place available in these schools.

1 – PAYMENT TERMS & CONDITIONS FOR NEW STUDENTS

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

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

2 – PAYMENT TERMS & CONDITIONS FOR EXISTING STUDENTS

The First instalment is due for payment by no later than the 1st of July and the Second Instalment is due for payment by no later than the 31 October. Failure to pay, may result in handing the account over to an official debt collector. All costs incurred by the debt collector and legal proceedings, will be for the full account of the parent/guardian.

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

WITHDRAWALS & REFUNDS

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

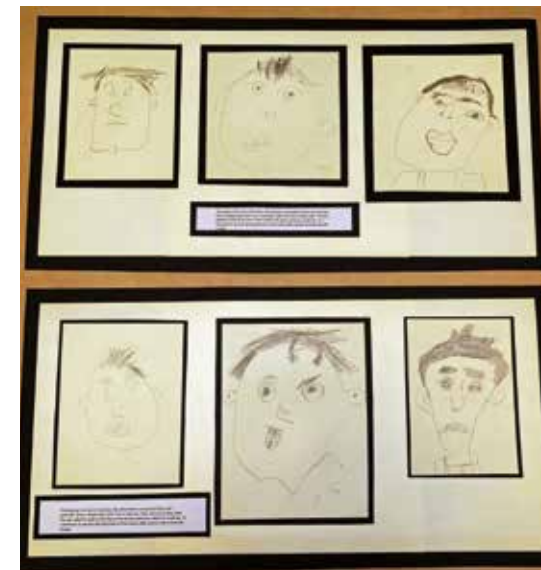
THE NOTICE PERIODS ARE:

- ❖ 60 days written notice via a completed withdrawal form if you're withdrawing your child anytime between August through to mid-April.
- ❖ 90 days written notice via a completed withdrawal form if you're withdrawing your child at the end of the school year. E.g.; the withdrawal form must be handed in by mid-April latest.

THE DEPOSIT WILL ONLY BE REFUNDED WHEN:

- ❖ The notice period of 60 or 90 days has been given by completing and submitting a withdrawal form.
- ❖ All tuition fees and costs have been paid in full.

- ❖ All school books have been returned, if not returned then book costs will be deducted from your deposit.
- ❖ The child has officially left the AICS. The refund will take approximately 4 – 10 weeks to be credited into your bank account.



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

Exit during Month	% for Refunded Fees	Primary	Secondary	DP1	DP2
September	50%	€ 2.545,00	€ 3.050,00	€ 3.650,00	€ 3.550,00
October	50%	€ 2.545,00	€ 2.900,00	€ 3.400,00	€ 3.300,00
November	50%	€ 2.545,00	€ 2.900,00	€ 3.400,00	€ 3.300,00
December	40%	€ 2.036,00	€ 2.320,00	€ 2.720,00	€ 2.640,00
January	30%	€ 1.527,00	€ 1.740,00	€ 2.040,00	€ 1.980,00
February	20%	€ 1.018,00	€ 1.160,00	€ 1.360,00	€ 1.320,00
March	10%	€ 509,00	€ 580,00	€ 680,00	€ 660,00
April	0%	€ -	€ -	€ -	€ -
May	0%	€ -	€ -	€ -	€ -
June	0%	€ -	€ -	€ -	€ -
July	0%	€ -	€ -	€ -	€ -

** The Deposit of 500 euro is not included in the table .

** The total refund amount for MYP5 & DP2 does not include the Examination Fees - To be reviewed at the Withdrawal Process

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/City Hall. Alternatively, if you are unable to provide a Bewijs van Uitschrijving, we require a letter from the student’s next school (on school letterhead) indicating that they are enrolled.

Further, it is the responsibility of the parent/guardian to fill in the official withdrawal form as completely as possible, and to provide adequate and correct bank details. If these details are not provided, no refund will be forthcoming. Withdrawal forms are available in the School Office. Please note that it takes approximately 4 – 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.

STUDENT SCHOOL SUPPLIES LIST

PRIMARY GROUPS 1-7

The school will provide all basic school supply materials. Could the parents/guardians please ensure that each child has the following items:

- * A book bag (AICS book bags are available. Proper book bags are used to prevent books, homework, letters/information documents and Friday folders from being damaged when traveling to and from school.)
- * School lunch and snack bags
- * Gym Bag marked with child's name
- * Indoor gym shoes
- * AICS t-shirt and athletic training shorts. Please clearly label all items with your child's name.

ALL SECONDARY SCHOOL STUDENTS

Could the parents/guardians please ensure that each child has the following items:

- * A4 size file (Ring-binder) with A4 size paper and Exercise Books or dividers for the different subjects.
- * Pencil case
- * Pens
- * Pencils
- * Pencil Sharpener
- * Eraser
- * Coloured Pencils
- * Highlighter
- * Glue Stick
- * Scissors
- * Pair of Compasses
- * Protractor
- * USB Memory Stick
- * Graphic Display Calculator TI-Nspire (MYP 4, MYP5, DP1 - 2)
- * Gym Bag marked with child's name
- * MYP and DP students will be required to bring their own mobile device on a daily basis. This device must be a working and up to date laptop or netbook with at least a 10 inch screen, Wi-Fi internet connection, current security software and a charging adapter. Please refer to page 66 for more information.

AICS LOGO PRODUCTS

T-shirts and gym bags (for school P.E. lessons) and Book Bags (for homework) are available from the School Office.



CONTACT US

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AICS INTERNAL CONFIDENTIALITY PERSON

(The Confidentiality person is available for confidential discussions with AICS staff, students and parents regarding matters of personal concern)
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STICHTING ONDERWIJSGESCHILLEN

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

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

FOR MORE INFORMATION: LKC MEDIATION DESK

Postbus 85191
3508 AD Utrecht
Phone: 030 280 9590
info@onderwijsgeschillen.nl
For the Esprit complaints procedure (in Dutch) please visit:
www.espritscholen.nl



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AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL

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Colofon

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