



Parent Handbook

2025-2026



A bright future for your child



Welcome to our Parents' Handbook

Dear Parents and Carers,

On behalf of the team at **Amersfoort International School**, I would like to warmly welcome you to the **2025–2026** edition of the **PYP Parents' Handbook**.

At AIS, we are proud to offer a dynamic and engaging curriculum that nurtures each child's individual strengths, interests, and potential. Our goal is to support all learners in becoming confident, compassionate, and internationally-minded citizens of the future.

This handbook is designed to give parents and members of the AIS community a clear overview of the daily practices and routines within our school. We encourage all families to review it at the start of each school year and throughout, as updates and improvements will be made regularly.

Should you have any questions or concerns, please do not hesitate to reach out to a member of our team. We are excited to partner with you in creating a positive, supportive, and challenging learning environment for your children.



Warm regards,

Louise Everson
Head of School



Table of Contents

1. The School	5
School Profile	5
School Structure	6
School Development Plan	6
Our Team	7
2. Education	9
International Baccalaureate	9
Curriculum	10
Class life	13
Beyond Primary Years	13
Language Learning	14
Assessment	15
Support at School	15
3. Practical Information	17
Absence	17
Special Leave	17
Daily Schedule	18
Outdoor Play	19
Clothing	20
Food & Drinks	20
Birthdays	21
Field Trips	21
School Photos	21
After School Childcare	21
Privacy	22
Photo Consent	22
Parental Concerns	22
Extracurricular Activities	23
Participation Council (MR)	23



4.	Health & Well-being	24
	A Safe Learning Environment	24
	Health Check-Ups	24
	Allergies and Medical Issues	24
	Toilet Training	25
	Safety	25
	Accident Injury Insurance	25
5.	Calendar 2025-2026	26
	Important dates	26
6.	Our Partners	27
	Dutch International Schools	27
	Samenwerkingsverband (SWV) de Eem	27
	Partou	27
	ACCESS	27
	Utrecht International Center	28
	Real Estate and Relocation	28
7.	Admissions and Fees	29
	General Criteria for Admission	29
	Standard Terms and Conditions	29
	Contact us	30

1. The School

School Profile

Amersfoort International School (AIS) opened in 2023 to cater to the needs of the growing international community in Amersfoort and the surrounding region. As a small primary school, we have the unique opportunity to offer a friendly and tight-knit community that consists of students, families and staff, all of whom represent diverse backgrounds.

AIS aims to become a hub for international learning and global mindedness. We are continually developing partnerships with a variety of educational, cultural, social and supportive organisations in the region. AIS is a member of the Dutch International Schools organisation and works in partnership with ACCESS and other agencies, such as the Utrecht International Center, to help newcomers relocate to the Netherlands.

Vision and Mission

Amersfoort International School is a learning community based on inclusion and equal opportunity. We strive to create a positive school culture that supports students to reach their full potential. We believe in sharing our resources and expertise, and that learning reaches far beyond academic development.

We also understand and value the fact that our curriculum must meet the needs of our changing community. It is our vision to empower our students to become internationally-minded and successful learners in an ever-changing world.

Learning for All

The word ‘all’ is key to our mission. It represents our commitment to nurture diversity, inclusion and equal opportunity.

AIS has been modelled to become a centre of expertise within a network of other Dutch educational facilities in Amersfoort and the surrounding area. This initiative, called the *Amersfoort’s Model*, aims to promote unification in the region.

The model includes a vision on how international education can contribute to promoting equality of opportunity and combating segregation in the city. AIS will serve to complement other Dutch schools by offering inclusive and equal opportunities to all global citizens.





School Structure

AnnoNu

Amersfoort International School is part of AnnoNu, one of the largest educational organisations for primary education in Amersfoort and the surrounding area. The AnnoNu school board includes 24 primary schools, including some with unique educational concepts.

Anno-Nu believes in the power of child development and offers contemporary, future-oriented, high-quality, primary education. Our schools work together based on a shared vision, in which each individual school has the time and space to focus on its core task, in its specific neighbourhood or village.

For more information, visit www.scholengroepannonu.nl

De Kubus

All state-funded international schools in the Netherlands are affiliated with a local Dutch school. Through AnnoNu, Amersfoort International School is affiliated with De Kubus, a primary school consisting of two campuses. AIS is situated at De Kubus' campus located at Noordewierweg 235 in Amersfoort.

The partnership goes beyond just sharing the school building. AIS will partner with De Kubus where possible and appropriate. Thus, enabling our students to integrate with their Dutch school mates. The cooperation will include the joint celebration of typical Dutch events and may also include movement lessons (PE) and special classroom activities.

School Development Plan

As a school in its early years, our growth from the first year to now—beginning our third year—has been dynamic and evolving. A central focus has been developing and training our team while establishing strong systems to support teaching and learning. An important milestone for us has been to achieve authorisation to become an official IB World School offering the PYP, which we have successfully accomplished in September 2025. We started our first development plan for the school last year in January 2025. As such, we identified the following key areas for growth to strengthen learning and community:

Focus 2024–2025

- To develop our teaching and learning within the Primary Years Programme (PYP) and prepare for our PYP verification visit.
- To work on strengthening our school team and creating a collaborative culture.

Result

At the end of the school year, we welcomed an IB verification team in July 2025. Their feedback highlighted the strong quality of teaching and learning and the caring, supportive culture within our school. We are now awaiting the final written report and look forward to sharing the outcome with all members of our school community.



Our focus for the 2025-2026 school year has been guided by last year's advice from the IB evaluation and the needs of our developing school, as we move into a new stage of our development.

Focus 2025–2026

- To revisit and re-write our school mission and vision.
- To implement the social-emotional framework Zones of Regulation into daily practice.
- To revise and implement key school policies (e.g., Assessment Policy, Inclusion Policy, Admissions Policy).

Our plans for the next four years will be formally outlined in the coming year, following the development plan from our stichting, AnnoNu, which will be completed at the end of this school year. This plan will help guide our direction as our school continues to grow.

As enrolment increases, we plan to open a new class each year and expand our team accordingly. Looking ahead, a major milestone will be moving into our new school building in 2027, scheduled to take place during the May holiday.

Our Team

AIS is proud of its diverse and specialized team. Our teachers, teaching assistants, support and leadership staff are committed to excellence. Their wealth of knowledge and international experience is unmatched, and their enthusiasm for their work is contagious. For more details about our staff members, visit the [Team](#) page of our website.

Leadership team

Louise Everson

Head of School

l.everson@scholengroepannonu.nl

Yaiza Morales

Deputy Head of School & PYP Curriculum Coordinator & Teacher

y.morales@scholengroepannonu.nl

Armida Meursing

School Business Manager

a.meursing@scholengroepannonu.nl

Diane Bekkers

Special Educational Needs Coordinator (SENCo)

d.bekkers@scholengroepannonu.nl



Teachers

Bronwyn de Ru

Classroom teacher

b.deru@scholengroepannonu.nl

Lynn Richardson

Classroom teacher

l.vhschip@scholengroepannonu.nl

Georgia Steynberg

Classroom teacher

g.steynberg@scholengroepannonu.nl

Lee Kirk

Primary Years classroom teacher

l.kirk@scholengroepannonu.nl

Marlies Rijbroek

Dutch Language teacher

m.rijbroek@scholengroepannonu.nl

Payal Chatterjee

Teaching Assistant

p.chatterjee@scholengroepannonu.nl



Class Teachers

Class division and teachers

Classes	Class Teacher
PYP 1 and 2	Miss Georgia (Monday to Thursday) Miss Lynn (Friday)
PYP 3 and 4	Miss Bronwyn (Monday, Tuesday and Thursday) Miss Yaiza (Wednesday and Friday)
PYP 5,6, 7 and 8	Mr. Lee



2. Education

International Baccalaureate

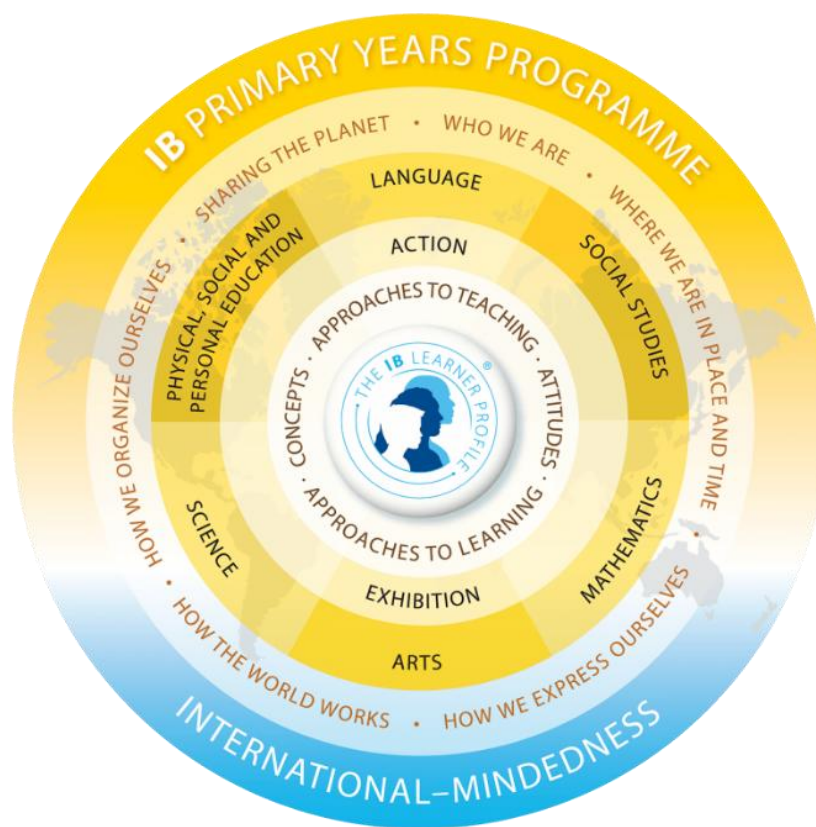
Amersfoort International School is an authorised IB World School offering the Primary Years Programme (PYP). These schools share a common philosophy – a commitment to high quality, challenging, international education that AIS believes is important for our students.

Mission IB

‘The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.’

IB Primary Years Programme

The Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world beyond. The PYP offers a transdisciplinary, inquiry-based and student-centred education with responsible action at its core, enabling students to learn between, across and beyond traditional subject boundaries.





Curriculum

The curriculum at AIS will adhere to IB curriculum standards. The subject areas taught include language, mathematics, science, social studies, arts and well-being, which includes, but is not limited to, physical education.

PYP Framework

The IB PYP encourages schools to take an integrated approach to their curriculum, where connections and meaningful relationships among various subject areas are emphasized. Rather than teaching subjects in isolation, an integrated curriculum seeks to merge disciplines, allowing students to explore topics from a multidisciplinary perspective. For example, in a science-and-literature integration, students may study a scientific concept, such as the water cycle, while simultaneously reading literature that explores themes of water and its significance in different cultures. Similarly, in a math-and-art integration, students can learn geometric principles while applying them in creating intricate patterns or designing structures.

By integrating subjects, students gain a deeper understanding of concepts, develop critical thinking skills and recognize the relevance of their learning in real-world contexts. This approach promotes holistic learning, encourages creativity and enables students to make connections across disciplines, fostering a more comprehensive and meaningful educational experience.

Learner Profile

The aim of all IB programmes is to develop internationally-minded people, who—recognizing their common humanity and shared guardianship of the planet—help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

- **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

- **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

- **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



- **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

- **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- **Risk-takers**

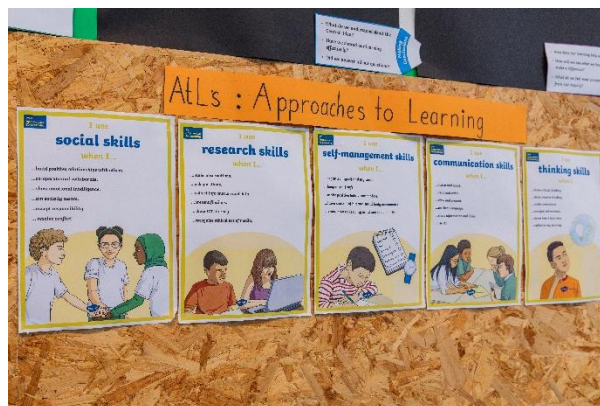
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

- **Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

- **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



Concepts

At AIS, we have developed our curriculum to be concept-based. Concept-based learning is an educational approach that promotes deep understanding and critical thinking skills among students. By focusing on fundamental concepts, our teachers guide students to make connections between ideas and apply their knowledge in real-world contexts. This approach enhances problem-solving skills and fosters independent and lifelong learners.



Inquiry

In addition to concept-based learning, our school also embraces an inquiry-based approach to education. Inquiry-based learning encourages students to explore and investigate concepts through active participation and questioning. By engaging in inquiry-based activities, students actively construct their knowledge, develop problem-solving skills and cultivate a sense of curiosity and ownership over their learning.

We aim to inspire our students to become lifelong learners who will continue to learn new skills and competencies long after they have completed their formal education. It entails not only learning different subjects but also developing an open mind and positive mindset toward the world's dynamism.



Play

A play-based approach that incorporates concepts and inquiry in a primary school setting offers a holistic and enriching learning experience for young learners. In this approach, children engage in purposeful play, guided by their interests and curiosity. Play becomes a vehicle for exploring and understanding fundamental concepts, as well as a means to develop inquiry skills. Research studies have consistently demonstrated the importance of play in early-childhood education, highlighting its positive impact on cognitive, social, emotional and physical development. By integrating concepts, inquiry and play, our primary school provides a nurturing environment where children thrive, develop a love for learning and build a solid foundation for future academic success.

Inclusion

At AIS we recognize that our students each come with their own perspectives, cultures and experiences, as well as varying learning styles and needs. We strive to create an environment where every student can thrive and to do that, AIS takes an equity-based approach to inclusion; we believe that by removing obstacles for learning, we can make education accessible to everyone.

We endeavour to provide a diverse and culturally responsive curriculum that values everyone's unique needs and aspirations, so our students can feel more connected and engaged. A child-centred approach empowers students to have agency over their learning and develop self-management skills. Effective communication and partnership with parents are crucial in tailoring education plans to individual needs.



AIS also has its own Special Educational Needs Coordinator (SENCo). This member of staff are responsible for assessing, planning and monitoring the progress of children with special educational needs and/or disabilities.

Class life

Physical Education

Students participate in movement lessons at least twice a week, sometimes indoors and sometimes outdoors. These classes are given by class teachers as well as specialized physical education instructors. During physical education (PE) classes, students continue to develop learner profile attributes and make cross-curricular connections to other areas of their learning.

Music

We encourage our students to explore their creativity through music. Music is integrated into the curriculum by the class teacher. They are often student led and always integrate the current inquiry-based unit of study into the lesson. Students are introduced to different styles of music and a variety of instruments, and are encouraged to sing as a form of expression. There are several benefits to incorporating music into the learning environment, especially for children. Some of these include: promoting relaxation, stimulating learning and connection to others, as well as stimulating creativity.

Drama

Learning through drama aligns with many elements of the IB curriculum. Through drama, students play and experiment with dramatic elements and techniques. Drama will be taught by the class teacher in connection to specified units of inquiry throughout the school year, enriching and enhancing student learning. Through games, activities and performances, students will work on developing their social and communication skills while building their self-confidence, creativity and artistic expression.

Beyond Primary Years

Secondary

After completion of their education at AIS, students will be ready to continue to secondary education. AIS best prepares students to continue their education at an international or English medium secondary school. Some IB World Schools for secondary schooling can be found in the surrounding areas of Amersfoort, such as International School Utrecht, International School Hilversum and International School Almere.

We are committed to supporting our graduating PYP 8 students in their transition to secondary school. Our teachers and staff are available to support and assist parents in this process as well. From choosing a school to meeting administrative deadline requirements, we offer students and parents guidance through the decision-making process and offer practical assistance.



Moving Abroad Again

There are IB World schools all around the world. The choice to educate your child at AIS will make transferring to another school in the future much simpler because the connection with the educational programmes at other IB World schools is guaranteed.

This applies to transfers to another school within the primary system (IB PYP), as well into the secondary education systems (IB MYP, IB CP and IB DP). This ensures that you, as a parent, know that the educational programme of your child(ren) can continue in the event of a move to another (international) destination.

Language Learning

At AIS, the language of instruction is English. As an international school, we recognize that most, if not all, of our students have a more nuanced language profile and will need support and challenges to meet their profile needs.

Each language possesses its own unique way of conveying meaning, offering intrinsic value and significant importance to its users. Through the study of an additional language and its associated culture(s), students develop an appreciation of the fact that languages and cultures are structured systems used to convey meaning in specific ways. Learning a new language also expands students' linguistic and cultural understanding, enabling them to interact appropriately with other speakers.

As they navigate through different languages and cultural practices, students are challenged to reflect upon their own identities and assumptions. This results in a deepening of their comprehension of the power of language. They discover alternative methods of learning, expand their ways of knowing and gain further insights into their own capabilities.

AIS has its own [Language Policy](#), which sets the guidelines for how we use language at our school. It's an important document that encourages diversity in languages, fairness, and good education in our school community, while matching our goals and values.

English as an Additional Language (EAL)

All of our students who do not have English as their home language will take part in the full classroom experience and be immersed in English. This means our students will be challenged academically within the same curriculum as their peers. Students who are new to English, will receive more targeted support to help them access the curriculum.



Multilingualism

AIS promotes the use of home and family languages within the school setting. These languages are an essential part of our learning environment, shaping both our school and the learning community. We encourage students to leverage their existing linguistic knowledge to explore similarities and differences between their



own languages and the language of instruction (English). As a multilingual community, AIS embraces and celebrates our cultural and linguistic diversity. We value the wide range of languages spoken and encourage families to uphold and enrich their home language(s).

Dutch

At AIS, teaching Dutch is an integral part of fostering multilingualism. Acquiring a new language not only enables communication with people from different cultures but also encourages personal exploration. Languages are intricately connected to the social and cultural contexts in which they are used. They play a vital role in shaping our personal, group, national and human identities. It is our goal at AIS to do the above and not to achieve fluency for our students new to the Dutch language.

Assessment

AIS recognizes assessment as an integral part of our curriculum, but we also know that excess testing can raise stress levels, especially in younger students. Finding a balance is essential as it allows teachers to gauge proficiency while ensuring that children's health remains safeguarded, thus fostering an optimal learning atmosphere. We have therefore chosen to use formalised and standardised tests sporadically throughout the year, relying on more informal and authentic data to inform us about student achievement.

We understand that reporting is an important way to inform our parent community about their children's progress and development. We also understand the value of holding face-to-face meetings and will do so throughout the year. Written reports will be shared with families twice a year, at mid-year and at the end of the year. As part of their learning, students from PYP 3 will be putting together a portfolio. This will be a compilation of photo and video records to demonstrate a child's progress through the year. For PYP 1 and 2, this portfolio is compiled by the teachers.

AIS has its own [Assessment Policy](#), which plays a crucial role in fostering a holistic, equitable, and culturally responsive approach to education that prepares students for success.

Support at School

Every child is unique, with their own abilities, needs, and potential. At our school, we aim to provide the right support so that every student can learn and grow successfully.

All schools in our region offer the same **basic support**, as described in the partnership's support plan. Some children may need **additional support**, and schools can offer extra guidance depending on the child's needs.

Our Approach to Support

At Amersfoort International School, we are committed to offering quality education for every student. This means:

- Adapting learning and support to each child's needs, abilities, and opportunities.



- Working closely with teachers, specialists, and parents/guardians.
- Following a clear support structure that builds from basic classroom support to more specialized help when needed.

Levels of Support

Level 1 – Quality Teaching in the Classroom

- Strong, inclusive teaching for all students.
- Focus on building relationships, competence, and independence.
- Teachers use observations and assessments (academic, social, and emotional) to guide support.

Level 2 – Classroom Teaching with Extra Interventions

- Short-term, targeted support for individual students.
- Based on signals from daily practice and monitoring results.
- Teachers adapt and modify learning plans.
- The SEN coordinator supports teachers as a coach.
- Parents are always informed

Level 3 – Internal School Support

- When extra help is needed in one subject, a **Support Plan** is created When support is needed across several areas, an **IEP (Individual Educational Plan)** is created.
- Both the **Support Plan** and the **IEP** are drawn up by the teacher, the SENco together with parents.

Level 4 – School-wide or External Support

- An **IEP** can be shared with the regional partnership.
- This may include requesting extra resources (specialist expertise or materials).
- If needed, the Multidisciplinary Support Team may recommend placement in a special educational needs school. There are two types of special educational needs schools In the Netherlands:

Speciaal basisonderwijs (SBO)	Speciaal onderwijs (SO)
	
Special primary education (SBO)	Special education (SO)
For children with learning difficulties, mild behavioural problems or developmental delays. Same level as regular primary education, but with smaller classes and extra support	For children with more severe or complex support needs (e.g. intellectual or physical disabilities, sensory impairments, severe behavioural problems). More specialised education, divided into 4 clusters



How We Work Together

- Support always starts with high-quality classroom teaching.
- Additional interventions are discussed openly with parents.
- We believe in **shared responsibility**: students, teachers, and parents all play a role.
- Communication is key – we keep parents informed and involved at every stage.

3. Practical Information

Absence

School attendance is essential to ensure academic success. Therefore, students should only be absent from class for important reasons, such as personal illness, family emergency or religious holidays. Where possible, dental or medical appointments should be scheduled during non-school hours.

If your child is going to be late or absent from school, please **call the school telephone before 8:30** or leave a voice mail. Call **+31 (0)6 57 25 70 60**. Emails will not be read before the start of class.

Special Leave

Amersfoort International School is subject to the Dutch Ministry of Education regulations concerning special leaves of absence. Dutch regulations are very strict when it comes to school attendance. Please be aware, when children reach the age of 5, they are required by law to attend school every school day. This means that you cannot take your child out of school outside of regular school holidays.

If you are unable to travel during the school holidays because of work or other reasons, you may be eligible for an exemption. In these cases, you are required to ask the Head of the School for special permission. This request can be made once a year and must not exceed 10 school days. Permission will not be granted during the first two weeks or last two weeks of the school year.

Leave can be granted for the following reasons:

- Leave for legal obligations, for example a visit to the IND (immigration), court appearance etc.
- One day leave for religious festivals
- One day leave if a family is moving
- One day leave for the wedding of close family relatives, additional days may be granted if the wedding is overseas
- Serious illness of close family relatives
- Death of a family relative (up to 4 days)
- Special wedding anniversaries of parents or grandparents (one day) – see below
 - Special wedding anniversaries are: 60th, 50th, 40th, 25th or 12.5.



The following reasons for leave will not be considered:

- Family visits to Netherlands
- Visits to family outside of Netherlands
- Holidays at non-peak time
- Early leave or late return because of traffic
- Sporting or cultural events
- Non availability of suitable flights etc.

If a special leave request is denied by the school and the child is still taken out of school, we have a legal obligation to report this to the government authorities, who may issue fines for the violation.

To request permission for special leave, you must fill out a [special leave of absence form](#). This form must be submitted to the school for review two weeks prior to your proposed departure date and will be subject to approval.

For more information, visit the Government of the Netherlands' [compulsory school attendance policy](#).

Daily Schedule

School Day Information

Start of the Day

Learning begins promptly at 8:50. Our school doors open at 8:40, so we kindly ask that children arrive on time. This gives them time to hang up coats, put away lunch boxes, and change into indoor shoes, so they are calm and ready to start the school day

PYP 1/2: Tuesdays – PE at Kubus (Spaarnestraat 2)

On Tuesdays, PYP 1/2 students have PE lessons at De Kubus (Spaarnestraat 2 location).

Please drop your child off at the Kubus playground entrance for Early Years between **8:20 and 8:30**. The class teacher will meet them there.

If you have older children at AIS, please drop off your PYP 1/2 child at Kubus first, then continue to AIS.

After the PE lesson, students will return to AIS with their teacher and be collected as normal at the AIS.

Important Notes:

- De Kubus (the Dutch school we share the building with) starts earlier than AIS, so the building doors open early.
- AIS teachers are not available to supervise students in classrooms before 8:40.

End of the Day

School finishes at 2:35. Teachers will bring students outside to meet their parents at the back of the school. Further information about drop-off and pick-up procedures will be shared at the start of the school year.

Mixed-Aged Grouping



AIS is a small and growing school. As such, we have chosen multi-age classrooms to ensure sufficient social interaction for our students. Multi-age classes in primary school offer numerous benefits for students' academic and social development.

At AIS we believe that classes should be large enough to facilitate meaningful interactions and offer sufficient choices regarding friend and work relationships. However, we also understand that keeping class sizes small enables teachers to best meet our students' needs. For this reason, we will add classes to accommodate student growth. Due to the fact that we share a school building with a Dutch primary school, there are plenty of opportunities for AIS students to socialize and play with their Dutch peers.

Outdoor Play

The outdoor playground is a shared space where friendships are made and languages exchanged between students.

Wet Weather Play

Outside play is very important for healthy bodies and minds. Living in the Netherlands means we have weather that might feel inclement to some. At AIS, we play outside twice a day, even if it is raining. Please ensure that students have rain clothes and rubber boots to wear on rainy days, and coats and other cold weather gear in the winter.

Warm Weather Play

During warm weather months, we ask that you apply sunscreen to your child at home in the morning. We will have sunscreen available in the classroom to reapply later in the day. If your child has an allergy to sunscreen or sensitive skin that requires a special product, please inform the school and provide the appropriate product to be kept in the classroom. It is also advised that the children have a sun hat that can be kept at school during the warmer months of the year.





Clothing

Play Clothes

Because play is a large part of our educational philosophy, we encourage students to arrive at school dressed for play. Our play includes arts and crafts, as well as outdoor play and water play. We encourage students to wear durable, washable clothing and shoes that will enable them to run, jump and climb. Children in PYP 1 and 2 are asked to keep a set of extra clothing at school.

Indoor Shoes

At AIS, our students wear indoor shoes while in the building. Firstly, this ensures that our classrooms and other learning spaces remain clean. Changing shoes also supports our younger students in their self-management skills. Please ensure that your child has indoor shoes with them. These shoes should remain at school and can also be used for indoor movement lessons.



Physical Education

For these lessons it is important that students have appropriate clothes. We advise leggings, sports shorts or jogging pants and a T-shirt. They will also need sportive shoes appropriate for movement.

Food & Drinks

Snack time will take place during the mid-morning and is a moment for students to enjoy a **healthy snack** to help refuel their bodies for further learning. It is also a moment for socializing and becoming more independent in self-management.

AIS is a healthy school. We encourage snacks that are nutritious and accessible. Snacks should be packed in containers that the students can easily open and close by themselves. Please, no chocolate or sweets. Sugary treats will be sent home at the end of the day.

AIS does not provide lunch for our students, so a **packed lunch** is necessary. We will have a longer period of time to eat lunch, though independence is still highly valued. Children should be able to access their food independently. We do not have the facilities to heat up lunches, but a warm lunch, in a thermos or tiffin box, is welcome.

Canned drinks or drink packages are not encouraged for a few reasons at AIS. These drinks are often sweet or unhealthy, the packaging is not sustainable, and they are often difficult to open. We encourage all of our students to bring a **refillable water bottle** instead.

At all times, keep in mind we are a **No Nut school**. No nuts are allowed inside the school building and class rooms. We kindly ask all parents and carers to carefully check your child's lunch box and snacks before sending them to school. Please make sure that no items containing nuts are packed.

Some common products that may contain nuts include:



- **Nut spreads** such as peanut butter, Nutella, or almond butter
- **Snack bars** or muesli bars containing peanuts or other nuts
- **Biscuits, cakes, or chocolates** with nuts listed in the ingredients
- **Trail mix** or dried fruit mixes containing nuts

Thank you for your support in helping us maintain a safe environment for every child.

Birthdays

When a student is celebrating a birthday, teachers will set aside time for a short celebration. The class will sing happy birthday to the birthday child in different languages. If you wish, you may send a **healthy treat**, such as fruit or muffins. Please make sure they are prepared individually to facilitate handing these out and avoid using plastic. Please do not send any toys or goodie bags. If your child's birthday is coming up, please discuss how you would like to address this with your child's teacher.

Field Trips

To support student learning, we organise small excursions that tie into specific units of study. Field trips are important ways of enhancing our PYP topics through first-hand experiences. These trips are organized during school hours under the supervision of teachers. Students will need permission from their parents/guardians to participate. The school is fully insured when taking students on field trips.

School Photos

A school photographer visits the school each year. The photographer takes individual photos of every student and will also photograph siblings together. In addition, a class photo is taken of each group.

Parents will be informed in advance through the website calendar and newsletter about when pictures will be taken and how to purchase them.

After School Childcare

Amersfoort International school is proud to partner with Partou, one of the largest childcare organisations in the Netherlands.

Partou supports families in creating a balance between family life, career and education. It offers daycare/kinderopvang (0-4 years), preschool care/peuteropvang (2-4 years) as well as afterschool childcare/BSO (4-12 years). Costs are directly charged by Partou. To find out more, visit www.partou.nl



Privacy

Amersfoort International School considers privacy to be a fundamental component in creating a safe and healthy school climate. Our privacy policies are in alignment with the General Data Protection Regulations (May 2018).

By signing the school's Terms and Conditions agreement, parents accept that it is the school's legal duty to provide requested information to government ministries. This information is usually limited to age and nationality information only.

Photo Consent

At Amersfoort International School we often inform parents about what we are doing using photos and videos. Recordings are often made during activities such as school trips, special events and classroom lessons. For this reason, we request parents/guardians to grant permission for their children to be photographed or filmed.

Your permission only applies to visual material made by us or on our behalf. It is a possibility that other parents will take pictures during school activities. The school has no influence on this, but we trust that parents are also reluctant to post and share images on the internet.

Parents/guardians will be asked to fill out a declaration of consent in Open Apply, indicating which images and audio/visual recordings of your son/daughter can or cannot be shared. Of course, you can always withdraw the permission you have given. You can also give permission later. Without permission, no images of your son/daughter will be used or shared.

Parental Concerns

Parents who have any concerns or questions regarding their child or the school are encouraged to bring these issues to the school's attention, so that we can reach an effective and timely solution together.

Your first point of contact is your child's class teacher. Please bring up any issues you may have with the teacher who will work with you to address any concerns. Parents are encouraged to schedule a mutually agreeable time to speak with their child's teacher to discuss any issues.

If you wish to speak to the Head of School, it is always possible to arrange a meeting.

Depending on certain circumstances, parents may want to address their questions or concerns with a confidential advisor.

We have internal confidential advisors at the AIS:

- Miss Georgia Steynberg (g.steynberg@scholengroepannonu.nl) - available Monday - Thursday
- Miss Lynn van het Schip (l.vhschip@scholengroepannonu.nl) - available Fridays

Confidential advisors are available to address complaints about inappropriate conduct, such as bullying, discrimination, (sexual) intimidation or aggression.



If you wish to speak to an external confidential advisor, contact one of AnnoNu's external contact persons:
Hans van Holland and Suzanne Rhee

Email: evp@cedgroep.nl

Phone: +31 (0)10-4071599

Confidential advisors are also available to address cases of integrity violation, which could include fraud or the misuse of subsidies. For more information, visit [Centrum Vertrouwenspersonen](#).

Extracurricular Activities

Amersfoort International School works with afterschool partners to provide a variety of extracurricular activities throughout the year.

One of the organisations we work most closely with is ABC Amersfoort, which aims to support children to meet, discover, play and develop. They offer a variety of activities that focus on the development of children and young people. Weekly and monthly activities, many of which are free, are listed at www.abc-amersfoort.nl, and arranged according to neighbourhood.

As our school grows, we will add extracurricular groups. This year we will continue the Indian Dance club and introduce a Dutch Language Club, we aim to add more clubs in the future.

More information about local activities will also be provided throughout the school year.

Participation Council (MR)

According to Dutch regulations, all schools in the Netherlands must establish a Participation Council (MR) to ensure parent and staff involvement in key areas such as school vision and planning.

As a small school, AIS will temporarily join the MR of De Kubus, the Dutch school we share a building with. This allows us to ensure representation while we continue to grow. We aim to establish our own AIS Participation Council in the next school year.

The MR includes elected members, with equal representation from staff and parents. The Head of School attends the meetings, which take place regularly throughout the year.

If you are interested in joining the AIS Participation Council, please contact us at contact@amersfoortinternationalschool.nl.



4. Health & Well-being

A Safe Learning Environment

The province of Utrecht, which Amersfoort is a part of, has a youth health department (Jeugdgezondheidszorg, JGZ) within the Public Health Service department (Gemeentelijke Gezondheidsdiensten, GGD). This group monitors the health, growth and development of children aged 0 to 18 years old. It provides preventive health check-ups, vaccinations and useful information meetings for families in Amersfoort. The JGZ provides a school nurse and a school doctor to serve the needs of Amersfoort International School students.

Parents are encouraged to contact the JGZ for assistance or to answer any questions they may have regarding the development, health, parenting or general well-being of their children. Commonly asked questions relate to concerns over sleep patterns, diet, potty training, bullying, etc. Depending on the health issue, the JGZ will offer help or refer to the appropriate care provider. The JGZ offers preventative health care. It does not diagnose or treat childhood illnesses or other health problems. For (immediate) medical advice, always contact your general practitioner.

If you have any questions, you can call JGZ on weekdays between 8:30-17:00, at 030-286 33 00. A nurse will call you back within 48 hours. You can also visit www.jeugdengezinutrecht.nl for more information.

Health Check-Ups

The RIVM (Rijksinstituut voor Volksgezondheid en Milieu) is the organization in the Netherlands that registers vaccinations for every child. When you first arrive in the country you will receive a letter from the RIVM asking you to send a copy of already received vaccinations.

Upon arrival in the Netherlands you will also receive a welcome letter from the JGZ and be invited to participate in the youth health care program. The JGZ also administers the national immunization program. The JGZ will call you to explain the program and arrange, when necessary, follow-up meetings.

When your child is 5 to 6 years old, and again at the age of 10 to 11, he or she will have a healthcare check-up at school. A JGZ assistant will visit the school to measure the physical and social emotional growth of the children and test their hearing and eyesight. Parents will receive a notification about when the nurse will be visiting the school, and will be asked to fill out a questionnaire and grant their permission for the visit. You will receive an invitation for a follow-up appointment with the school nurse, if needed.

Allergies and Medical Issues

A medical alert sheet is created for any child who may be at risk due to pre-existing medical conditions.

Parents are asked to ensure that all teachers and parents in their child's class are aware of any allergies their child may have. Please seek advice from your child's teacher and/or class representative for specific details, particularly when providing treats that will be shared with the class.

All medication is kept securely in the school office.



No Nut School

Amersfoort International School is a *nut-free* school. This means that **no nuts or nut-containing products** are allowed on school premises. This policy is in place to protect the health and safety of a student with a **severe nut allergy**, for whom exposure to nuts can be life-threatening. We insist that all families carefully check ingredient labels when preparing snacks and lunches, and to support us in creating a safe environment for all students. Thank you for your understanding and cooperation.

Toilet Training

The school requires that children entering PYP 1 are fully toilet trained. A child is considered to be potty trained if they demonstrate the following:

- Will tell the teacher that they need to go to the bathroom before needing to go.
- Is able to go to the bathroom (either urinating or a bowel movement) on his/her own. That includes being able to remove clothing, sit on the toilet, wipe themselves using an appropriate amount of toilet paper, put clothing back on, flush the toilet, and wash and dry hands.
- Is fully aware of using the toilet without reminders from the teachers (although, teachers do make requests of children at various times of the day, such as before or after meals and before going to the playground).
- Does not wear pull-ups or diapers. The child must be in regular underwear.
- Is able to postpone going while waiting for someone else who is in the bathroom.

Safety

Amersfoort International School strives to be a safe school in every way. To this end, we have drawn up a school safety/fire evacuation plan.

In addition, a number of Emergency Response Officers have been trained within the school. These Emergency Response Officers can provide first aid in the event of an accident and will lead the appropriate action in the event that the building must be evacuated.

Accident Injury Insurance

The school has a collective accident insurance policy. It provides limited coverage in cases where injuries are not covered by the student's own insurance. It applies to accidents incurred on the way between home and school, as well as during activities that are organised by, and/or under the responsibility of, the school. School trips are always taken in a safe vehicle, with proper seatbelts and adequate adult supervision. Please note, damage incurred to school and student property is not covered by the school insurance.



5. Calendar 2025-2026

Important dates

Amersfoort International School holidays are taken during the same time as regular Dutch school holidays. The [school calendar](#) is available on our website and will be updated on a regular basis.

School Holidays 2025-2026

Autumn Break	18 – 26 October 2025
Winter Break	20 December 2025 - 4 January 2026
Spring Break	14 – 22 February 2026
Easter Weekend	3 - 6 April 2026
May Break	25 April - 10 May 2026
Ascension Weekend	14 – 17 May 2026
Pentecost Weekend	23 – 25 May 2026
Summer Break	18 July - 30 August 2026

Afterschool care (BSO) may be available on a full-day basis during school holidays and study days, please make sure to discuss in advance with your after school care provider.

School Teaching Team Study Days

Throughout the school year there are a number of study days for staff. On these days children are free from school. These are professional development days for teachers, during which teachers may attend training sessions or take part in workshops, attend meetings with other members of school staff or perform administrative tasks. Please refer to the website calendar and school newsletter for the most accurate information regarding study days, which could change during the school year.

The 2025-2026 study days are as follows:

- Monday, 1 September 2025
- Tuesday, 30 September 2025
- Friday, 19 December 2025
- Monday, 5 January 2026
- Wednesday, 17 June 2026
- Friday, 17 July 2026 (summer break starts)

Please note: On these days the school is closed. Students who normally attend after school care (BSO) might be welcome at the BSO all day on study days. Be sure to check with your childcare provider in advance.



6. Our Partners

Dutch International Schools

Amersfoort International School is a member of the Dutch International Schools (DIS) organisation. The group consists of over 40 state-funded primary and secondary international schools in the Netherlands.

This Dutch government initiative was established in the 1990s to offer state-subsidized education to meet the needs of the international community. The subsidy allows Dutch International Schools to offer high quality international education at competitive costs.

DIS is responsible for supporting internationally oriented education in the Netherlands in English, within the Dutch educational system and specific international target groups. This means DIS schools, including AIS, are accountable to the Dutch Ministry of Education regarding the standards and provision of its high-caliber educational programs and quality management.

For more information, visit www.dutchinternationalschools.nl.

Samenwerkingsverband (SWV) de Eem

AIS works in partnership with the organisation Samenwerkingsverband (SWV) de Eem. SWV de Eem works to ensure that all students receive quality education, specific to their individual needs. In cases where a child needs extra support, guidance or help, we work together with SWV de Eem to find the best educational assistance available.

School boards and primary schools in the municipalities of Amersfoort and its surrounding cities belong to this partnership. A total of 126 schools are affiliated with [SWV de Eem](http://www.swvdeem.nl).

Partou

Partou has partnered with AIS to deliver afterschool care and preschool care for children from the international community of Amersfoort. Students between the ages of 4 to 12 years old can receive afterschool care at a location nearby the school. Children between the ages of 2 and 4 years old, from international families, are welcome to join Partou's preschool program, offered at two locations in close proximity to AIS.

To find out more, visit www.partou.nl.

ACCESS

ACCESS is a dynamic volunteer, not-for-profit organisation that serves the needs and interests of the international community. ACCESS provides information and guidance to the international community through their helpdesk, website and expat centres.

For more information, visit www.access-nl.org.



Utrecht International Center

Utrecht International Center helps internationals living, working and studying in Utrecht Region to settle in. It helps internationals arrange the official procedures upon their arrival, get familiar with life in Utrecht Region and connect to the local (international) community. It is sponsored by the Province of Utrecht, City of Utrecht, City of Amersfoort and Utrecht University.

For more information, visit www.utrechtinternationalcenter.com

Real Estate and Relocation

If you are moving to the region of Amersfoort, we would like to support you in making a smooth transition. Therefore, we work with a number of partners who are experts in providing housing and relocation assistance. Please visit the [Relocation Assistance](#) page of our website to find a partner real estate or relocation agent.





7. Admissions and Fees

We charge a school fee to provide the additional support that children need in an international PYP school. These fees make it possible for us to offer smaller class sizes, specialist teachers, dedicated support staff, and the ongoing training required to maintain high-quality teaching and learning.

The school welcomes applications from students of all nationalities, faiths, beliefs, and cultures within the international community. AIS is a state-subsidised international school and therefore, admission is subject to conditions set by Dutch legislation.

General Criteria for Admission

- a) The student has a non-Dutch nationality/is a foreign passport holder and one of the parents/legal guardians is temporarily in the Netherlands;
- b) Or, the student has Dutch nationality and has lived and attended school abroad for at least two years;
- c) Or, the student has Dutch nationality and has a parent/legal guardian (with whom the student will be living) who will move abroad within two years.

Another condition is that the school programme should be appropriate for the student's needs and the student will be able to benefit from the programme. Admission to the school will be confirmed only after it has been established by the Head of School that the programme is appropriate for the child's needs and a place is available.

Standard Terms and Conditions

On our website you will find the most up-to-date version of our [Standard Terms and Conditions](#). The document explains eligibility, fees and the process of registration. Parents are responsible for ensuring that all required payments are made on time using the prescribed procedure. Questions regarding financial matters may be directed to finance@amersfoortinternationalschool.nl.

Registering Siblings

If you already have children enrolled at AIS, their siblings will also be guaranteed (under normal circumstances) a place at the school when they reach primary school age.

Re-enrolment Procedure

During the spring of 2026 you will be asked to confirm your child's re-enrolment for the 2026-2027 academic year. This will be done through our OpenApply platform.

Withdrawal Procedure

AIS has an official withdrawal procedure in place for students leaving the school, which starts by filling in the [Withdrawal form](#) you can find on our website.

Dutch legislation works to ensure that all children who are in the country are attending school. If you are leaving our school but not leaving the country, you will be asked what future school your child will be attending. You can find more information on this on the website of the Gemeente Amersfoort: [Leerplicht en kwalificatieplicht | Gemeente Amersfoort](#).



Our withdrawal procedure also ensures you will receive the deposit fee back, which was paid at the time of enrolment. Please check our website for all our useful documents and policies: [Policies and Documents](#).

Contact us

Amersfoort International School

Noordewierweg 235
3812 DH Amersfoort
The Netherlands

Telephone

[+31 \(0\)6 57 25 70 60](tel:+31657257060)

Email

contact@amersfoortinternationalschool.nl

Website

www.amersfoortinternationalschool.nl