

AMERSFOORT INTERNATIONAL SCHOOL SCHOOL GUIDE 2024-2025



AMERSFOORT
INTERNATIONAL SCHOOL

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 amersfoortinternationalschool.nl

A MESSAGE FROM THE HEAD OF SCHOOL

It is with pride and excitement that we welcome you to the 2024-2025 academic year. As we enter into our second school year, it is rewarding to look back at what has been achieved and accomplished so far. We are happy to welcome our existing students and their families back, and look forward to welcoming new students from all over the world to become a part of our AIS family this year.

We hope you will find this School Guide to be a helpful tool to learn more about the school's philosophies, founding principles and policies. It is also designed to provide practical information, particularly relevant for students and parents. Communicating with parents and the community is a priority for AIS, and we will continue to do this throughout the year in a variety of ways. The first point of communication for parents is the class teacher, who will always be available to address your concerns, no matter how big or small.

Communication about what is going on daily in the classroom is facilitated through our online communication platform, Toddle. It is designed to keep parents informed about day-to-day learning, assessments and progress reports, and is also used to deliver announcements and reminders.

Our monthly newsletter is another delightful way we aim to keep you informed. It includes school activity and curriculum highlights, information to help you learn more about the International Baccalaureate (IB) program, community events, important calendar dates and more.

We also post on social media platforms such as LinkedIn, Instagram and Facebook regularly to feature our most recent school achievements. And, of course our website is another great place to find practical information, the latest news and school calendar information.

I invite you to read and enjoy our 2024-2025 School Guide and hope that you will give us your feedback. We are off to a great start, and I am sure that the best is yet to come!

Jaap Mos, Head of School



CONTENT

The school	5	A Safe Learning Environment	23
– School Profile	5	– Health & Well-being	23
– Vision and Mission	6	– Health Check-Ups	23
– Learning for All	6	– Allergies and Medical Issues	25
		– Potty Training	25
Structure	7	– Lice	26
– SKOSS-KPOA	7	– Safety	26
– International Baccalaureate	8	– Privacy	26
– Beyond Primary Years	9	– Photo Consent	27
		– Parental Concerns	28
Educational Philosophy	10	– Extracurricular Activities	28
– Concepts	10	– Drop Off and Pick Up	29
– Inquiry	10	– Accident Injury Insurance	29
– Play	10		
– Inclusion	11	Important Dates	30
– Language Learning	11	– Calendar	30
– Assessment	13	– Absence	30
– Curriculum	13	– Special Leave	30
		– School Study Days	32
Class life	17	Admissions and fees	33
– Daily Schedule	17	– General Criteria for Admission	33
– Mixed Aged Grouping	18	– Standard Terms and Conditions	33
– Outdoor Play	18	– Registering Siblings	33
– Clothing	19	– Re-enrolment Procedure	34
– Food & Drink	19	– Withdrawal Procedure	34
– Physical Education	20		
– Music	20	Participation Council	35
– Birthdays	20		
– Field Trips	21		
– Resource Centre	22		
– School Photos	22		
– After School Childcare	22		

Our Staff	36
Our Partners	38
– De Kubus	38
– Dutch International Schools	38
– Samenwerkingsverband (SWV) de Eem	38
– Partou	39
– ACCESS	40
– Utrecht International Center	40
– Real Estate and Relocation	40
– Bike Lessons	40
Contact Us	41
– Location	41

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.

STRUCTURE

SKOSS-KPOA

Amersfoort International School (AIS) is a member of the Foundation for Catholic Education Soest-Soesterberg and Amersfoort and surrounding areas (SKOSS-KPOA).

SKOSS-KPOA is an educational foundation, with 24 primary schools with variety of educational concepts.

SKOSS-KPOA believes in the power of child development and offers students contemporary, future-oriented and high-quality primary education. Its 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.kpoa.nl.

De Kubus

All state-funded international schools in the Netherlands are affiliated with a local Dutch school. Through SKOSS-KPOA, 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.



International Baccalaureate

Amersfoort International School is a Candidate School* for the International Baccalaureate Primary Years Programme (IB PYP). The school is pursuing authorization as an IB World School. These are schools that share a common philosophy – a commitment to high quality, challenging, international education that AIS believes is important for our students.

- * Only schools authorized by the IB organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.

Parents will be updated throughout the year about the status of the IB authorization process.

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 trans-disciplinary, inquiry-based and student-centred education with responsible action at its core, enabling students to learn between, across and beyond traditional subject boundaries.

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.

EDUCATIONAL PHILOSOPHY

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 Coordinators (SENCo). These members of staff are responsible for assessing, planning and monitoring the progress of children with special educational needs and/or disabilities.

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 Language Acquisition (ELA)

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.

Curriculum

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

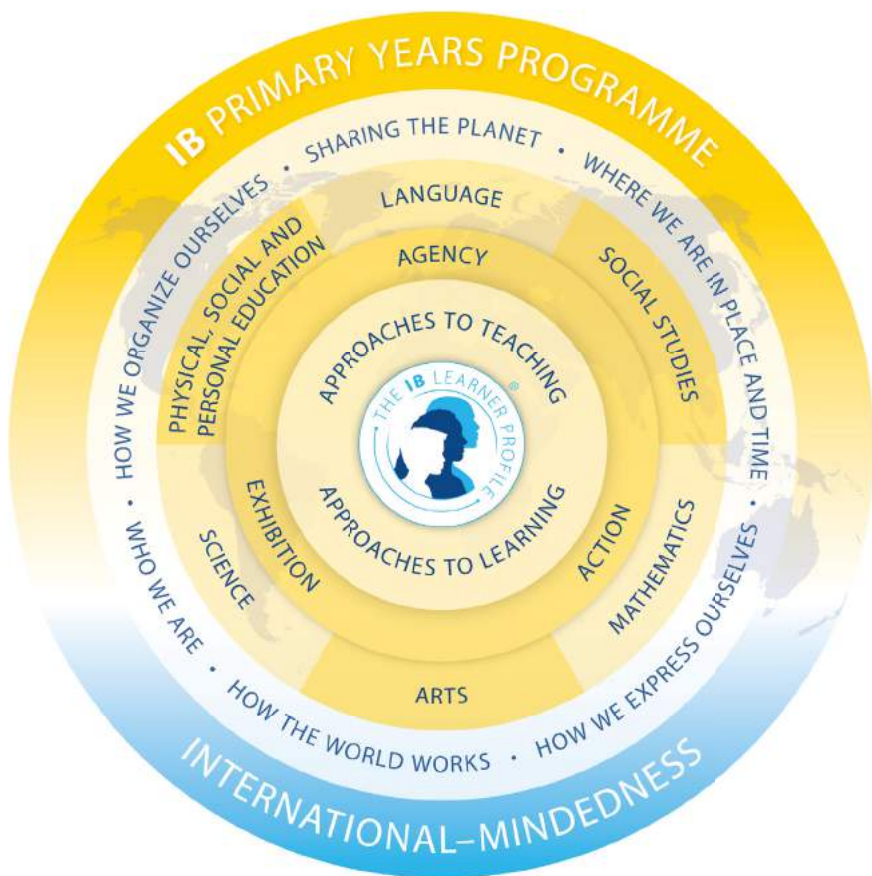
The Dutch curriculum is supplemented with best practices taken from the New-Zealand national curriculum, which promotes a concept-, inquiry- and play-based approach to teaching. We believe that this multifaceted approach supports our goal of offering an internationally-focused curriculum.

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 multi-disciplinary 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.

CLASS LIFE

Daily Schedule

Learning starts at 8:45am, so please be sure your child arrives at school 10 minutes earlier to ensure enough time for students to hang up their coats and change into indoor shoes.

The Dutch school, De Kubus, that we share the school building with, begins 15 minutes earlier than we do, so the doors to the school building will be open quite early. Please be aware that our teachers will not be expected to be in their classrooms to supervise students until 8:35am. You are welcome to wait in the main hall or on the playground if you are early.

Learning ends at 2:30 pm. Teachers will accompany students outside to meet their parents. More information about pick up and drop off will be provided 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 brand 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 whole set of extra clothing at school.

Indoor Shoes

At AIS, our students wear indoor shoes while in the building. First, 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.



Food & Drink

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.

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.

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 shoes appropriate for movement.

Music

At AIS, we encourage our students to explore their creativity through music. Music classes 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. During drama class, students play and experiment with dramatic elements and techniques. Lessons are integrated into the units of inquiry, 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. Drama will be taught in connection to specified units of inquiry throughout the school year.

Birthdays

When a student is celebrating a birthday teachers will set aside extra time for a bit of celebration and extra playtime. Sometimes this includes a trip to the local playground. We ask that you do not supply food/drinks or small gifts to the class on your child's birthday.



Field Trips

To support student learning, we organize 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. The school is fully insured when taking students on field trips.

Resource Centre

AIS is working on the development of a new resource centre, which will be designed as a multi-use makerspace and also function as a library. The centre is meant to work as a collaborative space where students can be creative while learning. It will include multiple areas where youngsters can participate in do-it-yourself projects, invent new creations and share ideas.

The centre will be located at the front of the school building. It will be full of sunlight, colourful, open and inviting. It will have flexible seating and moveable sections to accommodate a variety of technical and creative tools, such as electronics, hardware, craft supplies, LEGO components and other imaginative materials.

The learning space will be designed with the concepts of inquiry and play in mind, which support the acquisition of social, cognitive and physical skills and promote critical and creative thinking. The resource centre is expected to be completed in the fall of 2024.

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.

A SAFE LEARNING ENVIRONMENT

Health & Well-being

The province of Utrecht, which Amersfoort is a part of, has a youth health department (Jeugdgezondheidszorg, JGZ) within its Public Health Service (Gemeentelijke Gezondheidsdiensten, GGD) department. This group monitors the health, growth and development of children aged 0 to 18 years old. It provides preventative 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.jeugdengazinutrecht.nl for more information. Carolien Lans has been assigned as school doctor for AIS. Ingrid Waser has been assigned as school nurse.

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 between the ages of 0 to 4 years old, you will automatically receive invitations for your child’s health checks and vaccinations. A youth health nurse or doctor working at a local medical centre will be available to discuss your child’s development with you and perform a physical check-up. You can ask any questions you may have about care, parenting, health and development. Additionally, parents will be given the choice to vaccinate their child in accordance with the national immunization program.

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.

Potty Training

The school requires that children entering PYP 1 are fully potty trained. We do not have the staff to potty train our students. We consider that if a teacher is spending their time with potty training, then they will be unable to work with children during learning activities.

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.

Lice

Head lice are not harmful, but above all they are annoying and can cause a lot of itching. To prevent head lice from becoming a persistent problem, it is important to check your child's hair regularly. We perform checks at school throughout the year, but parents are encouraged to make it part of their routine to check for lice at home on a regular basis. If children have head lice, it is important that family members, classmates or friends with head lice are treated at the same time. This way, they can't infect each other over and over again.

Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. To find out more on the proper treatment of lice, visit www.rivm.nl.

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.

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 OpenApply, 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.

Depending on certain circumstances, parents may want to address their questions or concerns with a confidential advisor. Confidential advisors are available to address complaints about inappropriate conduct, such as bullying, discrimination, (sexual) intimidation or aggression.

If you wish to speak to a confidential advisor, contact one of SKOSS-KPOA's external contact persons,

Hans van Holland and Suzanne Rhee

T +31 (0)10-4071599 | evp@cedgroep.nl

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.

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

Drop Off and Pick Up

At AIS we encourage cycling to school. Designated areas have been assigned for bicycle parking to the left of the building. Please do not park bicycles in front of the GGD building.

Safety is our priority. More information about parking and other drop-off and pick-up guidelines will be made available at the start of the school year.

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.



IMPORTANT DATES

Calendar

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.

- Autumn Break | 26 October - 3 November 2024
- Winter Break | 21 December 2024 - 5 January 2025
- Spring Break | 22 February - 2 March 2025
- Easter Weekend | 18 - 21 April 2025
- May Break | 26 April - 11 May 2025
- Ascension Weekend | 29 May - 1 June 2025
- Pentecost Weekend | 7 - 9 June 2025
- Summer Break | 19 July - 31 August 2025

After school care (BSO) is also available on a full-day basis during school holidays.

Please note: There are strict guidelines for granting permission for extra leave in addition to the 12 weeks of school holidays.

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 and leave a voice or text message. 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 ½.

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.

School 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 2024-2025 study days are as follows:

- Friday | 4 October 2024
- Wednesday | 20 November 2024
- Friday | 20 December 2024
- Monday | 6 January 2025
- Monday | 3 March 2025
- Thursday | 17 April 2025
- Friday | 6 June 2025
- Friday | 18 July 2025 (summer break starts)

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

ADMISSIONS AND FEES

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

General Criteria for Admission

- The student has a non-Dutch nationality/is a foreign passport holder and one of the parents/legal guardians is temporarily in the Netherlands;
- Or, the student has Dutch nationality and has lived and attended school abroad for at least two years;
- 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 2025 you will be asked to confirm your child's re-enrolment for the 2025-2026 academic year. This will be done through our OpenApply platform. Re-enrolment for the following school year should be confirmed by mid-May.

Withdrawal Procedure

AIS has an official withdrawal procedure in place for students leaving the school. Dutch legislation works to ensure that all children who are in the country are attending school. If you are leaving the school but not leaving the country you will be asked what future school your child will be attending. Our withdrawal procedure also ensures you will receive the deposit fee, which was paid at the time of enrolment.



PARTICIPATION COUNCIL

Dutch regulations regarding participation of parents and staff regulate the establishment of a participation council (MR) in schools in the Netherlands.

Through the council, parents and staff have an advisory role in areas of the school's vision and planning. The council is comprised of elected members, proportionally divided between staff and parents. Meetings are attended by the Head of School.

During the 2024-2025 academic year, AIS will be initiating the establishment of its first participation council. The council will work in partnership with De Kubus' council to varying degrees. Members will attend meetings regularly throughout the year.

If you are interested in becoming a member of the AIS participation council, please email contact@amersfoortinternationalschool.nl.

OUR STAFF

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.



Jaap Mos

Head of School

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Yaiza Morales

Deputy Head of School & PYP Curriculum Coordinator

ELA (English Language Acquisition) and Drama teacher

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Bronwyn de Ru

Early Years classroom teacher

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Lynn Richardson

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Eline de Boer
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Astrid Vianen-van der Helm
Finance manager
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Vincent Looij
Physical Education teacher
v.looij@skillzunited.nl

OUR PARTNERS

De Kubus

AIS is affiliated with De Kubus, a Dutch primary school. 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 such as “Sinterklaas” and “Avondvierdaagse”, and may also include movement lessons (PE) and special classroom activities.

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, 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.



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 8 to 12 years old can receive afterschool care at a location nearby the school.

Younger students, between the ages of 4 and 7 years old can join the afterschool care program at De Kubus' campus on the Spaarnestraat (also located very 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.

Bike Lessons

Riding a bike is one of the easiest ways to get around in the Netherlands, and for most locals it is the preferred mode of transportation. If cycling is new for you and your family or you are just out of practice, you may want to consider taking a few lessons. Our partners offer local cycling lessons focusing on balance, confidence and traffic safety, for adults and children. To find out more, visit the [Cycling Lessons](#) page of our website.

CONTACT US

Location

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