

A – Philosophy

Statement on how the school promotes the principles of international education:

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Statement on how the school promotes the principles of international education:

Inherent in our school mission, core values and strategic plan:

Mission, Values, Goals, Philosophy and Expectations

Our Mission

Our new century needs and will be shaped by extraordinary individuals. Meeting the challenges and opportunities of an interdependent world will require versatile intellectual competence and uncompromising commitment. Those who thrive in and contribute to this world will have a solid sense of who they are and respect for who others are, as individuals, as members of a group, as citizens of their nation, and as members of a global community. They will have a rigorous academic preparation and a passion to become the best they can be and to help others achieve their best. The mission of Atlanta International School is to develop such individuals.

To fulfill this mission, we envision Atlanta International School:

- ✧ continuing to develop and deserve a worldwide reputation as an exemplary center of teaching and learning, a school that achieves and sets, within the framework of the International Baccalaureate, world-class standards in bilingual education, promotes international understanding, develops the whole child, and lives its core values of respect, diversity, effort and joy of learning.
- ✧ maintaining an optimal size and composition of faculty and students so that opportunities for individual learning, mutual understanding, and community feeling are maximized.
- ✧ connecting to the local and global community through the active participation of its multilingual students, alumni and staff, who, in their work and further education, help to shape and improve the world through their knowledge, understanding and hope.

Our Values

The joy of learning

Just as a child experiences joy at the growth of his or her physical powers, we believe our students can experience the same joy in the growth of their intellectual powers. At AIS we strive to create an environment ideally suited to promote the growth of mind: rich in intellectual stimulation and promoting the same sense of wonder, curiosity, and motivation for exploration that we all had in our first years of life. We cultivate a spirited sense of hope in human potential and in our future.

A diverse community

We believe that a cohesive community of students and faculty from a variety of backgrounds — socioeconomic, ethnic, linguistic, national and religious — is a particularly rich culture for growing both the mind and the heart of each individual student. This diversity best prepares the student for lifelong learning in a diverse, interdependent world.

Mutual understanding and respect

We believe that every human being is valuable and deserves respect. We further believe that understanding others promotes and solidifies respect, and that the best way to understand others is by learning to adopt different perspectives and to see the world from another's point of view. Since each language reflects the values, history, and way of thinking for those who speak it, learning another language is a particularly effective means of understanding others, and speaking that language is a powerful statement of respect for them.

Purposeful effort

We hold high expectations for every student to be successful and believe that achievement comes from sustained and purposeful effort. We believe that our potential is developed and value is added to our lives and the lives of others by pushing our limits. Ours is a community that rewards and celebrates the disciplined intelligence — in all the ways that intelligence can be defined.

Our Goals

Educational Excellence



The International Baccalaureate

Purposeful pursuit and optimal achievement of internationally recognized academic standards.

What this means:

- * A coherent 4K – 12 continuum, with a shared philosophy and pedagogy
- * Focus is on "whole child" development, including physical education, ethics and service to others
- * A broad liberal arts curriculum with depth as well as breadth
- * Development of core competencies and essential understanding in languages, arts, sciences, mathematics, humanities and technology
- * Tracking assessment of achievement and feedback over multiple years
- * Maintain internationally recognized accreditation standards
- * Students and teachers alike must be highly motivated and curious

What this does not mean:

- ✦ A program of studies focused solely on one area such as language
- ✦ Just for students with high intelligence
- ✦ The only route to an excellent education
- ✦ Unproven or experimental or being all things to all people

Respect

Mutually respectful and nurturing relationships.

What this means:

- ✦ Teachers and staff must know their students well
- ✦ Motivating each student to his or her highest level of achievement
- ✦ Commitment to demonstrating respect– in all aspects of school life
- ✦ An understanding that showing respect involves small actions as well as large.
- ✦ Size of school sections and classes should allow for sense of community
- ✦ Teacher role as student mentor just as critical as the role as an academic instructor
- ✦ Parents are seen as partners with the school and with the student
- ✦ Deeply understanding that "other people, with their differences, can also be right"
- ✦ Fully living the AIS mission and values – joy, diversity, respect, effort

What this does not mean:

- ✦ A singular focus on the outcome; the process matters
- ✦ Value-free moral relativism of everything and anything goes

International

Global perspectives and understanding of multiple points of view with a challenge to serve others in small and large ways

What this means:

- ✦ School is truly an international school
- ✦ All students engaged in service learning programs
- ✦ In all subject areas international perspectives will be incorporated
- ✦ Proficiency in at least two languages and development of one's mother tongue
- ✦ Being familiar with world religions and ethical, moral issues
- ✦ Exposure to contemporary local and global issues
- ✦ Creation of a diverse population of students, faculty and staff

What this does not mean:

- ✦ A particular dogma
- ✦ An American, French, German or Spanish school

IB Learner Profile

To develop a K-12 academic and pastoral continuum, AIS follows the IB Learner Profile, as cited below. 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. AIS strives to be a professional learning community; all students, members of faculty and staff are expected to adopt the characteristics of the IB Learner profile.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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Strategic Plan 2006-2010

Building upon our foundation of more than twenty years of success, this strategic plan sets forth our goals and vision for continual improvement over the next three to five years. We believe that with disciplined focus on these goals, we will be able to serve our students and our community well. We will continue our ambitious approach to creating and sustaining a world-class school. A school that, indeed, makes a world of difference in many different ways.

This plan is the result of more than a year of careful reflection and discussion with all of the school's constituents. We were guided in this effort through the generous contribution of time, talent and resources from Bain and Company. Seven areas of the life of the school, identified in the 2001-2005 strategic plan, were reviewed and objectives for each were updated and added. We then identified a set of goals to achieve each objective. The seven areas cover all aspects of school life:

- ✧ Student achievement and character
- ✧ Academic programs
- ✧ Student enrollment and community profile
- ✧ Faculty and staff development
- ✧ Technology, tools, buildings and grounds
- ✧ Financial planning and support
- ✧ Effective communications and marketing

Where do we begin? We start with our mission and values. We strive to achieve our mission and commit to honoring our values at all times. For this reason, as you turn the pages and read about where we are going, we start with the mission and values. Go ahead and re-read them before jumping into the plan itself. We are now in the process of developing clear action steps for each goal and we will report our progress to you on a regular basis through our annual report and other school publications.

In the meantime, I invite you to partner with us as we pursue these goals and these dreams. What we are setting out to do are tasks bigger than any single person can achieve. But when we achieve them they will serve every single person.

With high hope and excitement for our future!

David Hawley, *President*

Robert Brindley, *Headmaster*

STUDENT ACHIEVEMENT AND CHARACTER

Students are prepared to complete successfully the International Baccalaureate (IB) diploma programme, are well prepared for admission to selective and distinguished colleges and universities worldwide, and become at least communicatively proficient in two or more languages. They model the following attitudes (open-minded, lifetime learners, adaptive and well-rounded) as described by the core values of AIS. Students who leave AIS prior to graduation are prepared to transfer successfully to other international, national or local schools.

PROJECT GOALS

- * The principles of mutual respect and understanding will be reinforced as part of a school-wide educational effort so that these principles become fully understood and integrated into the curriculum and the day-to-day experience of faculty, staff, students, parents and the Board of Trustees. A task force has been formed, reporting to the Headmaster and Education Committee of the Board, to identify action steps to reach this goal.
- * A review of all appropriate external challenge options for students, such as Robotics, Model United Nations, science and mathematics competitions, will be made and these will be strengthened and used to promote a wide range of opportunities so that students achieve to their highest personal potential.
- * Criteria for measuring student language target proficiency levels will be established at key grade levels 4K – 12; once established, these targets become a continuous improvement goal.
- * Regular annual mechanisms for tracking the academic achievement, career choices and other areas such as degree of engagement in community service for AIS graduates, will be created; similarly we will create mechanisms (e.g. exit interviews, 6 month reviews) to follow-up with students who leave AIS prior to graduation to gather feedback and identify successes and potential issues and actions for AIS.

CONTINUOUS IMPROVEMENT GOALS

1. School-wide, student performance on individual IB subject exams and the IB diploma pass rate will be equal to or above AIS benchmark schools (local, national, and international).
2. Students, individually and collectively, will develop and model the character traits and attitudes described by the IB Learner Profile and the core values of AIS as captured by the principles of RAVA – Respect All Value All.* ¹
3. Students will achieve an average SAT math score equivalent to or better than the average scores of AIS benchmarks. They will maintain or improve the current average verbal scores, which exceed those of AIS benchmarks.
4. The rate at which AIS seniors are admitted to highly selective colleges, universities and programs within a college or university worldwide will be equivalent to or better than that of AIS benchmarks. The success of any placement will be measured against the student's 'fit' with the college or university, rather than any absolute, quantitative criteria.
5. Individual student Educational Records Bureau (ERB) results will improve on average, over time, and each student will reach target achievement level in writing within three years of his or her enrollment at AIS. Grade-level wide ERB results will, on average, meet or exceed average independent school norms.

¹ *The creation of the metric to measure goals noted with an asterisk needs to be developed.*

6. Each student will pass a core Information Technology and Research skills assessment prior to entering grade six and prior to entering grade eleven.

ACADEMIC PROGRAM

Every student at AIS is educated in a rich and challenging academic setting distinguished by its coherent philosophy, curriculum and methods of assessment based upon the best international and U.S. standards. Low student/teacher ratios and small class sizes ensure all students receive the personal attention needed to help them develop to their potential. Faculty, staff and students are provided with the appropriate tools and resources to meet the curriculum goals for each grade level and for each subject area.

PROJECT GOALS

- * The IB Middle Years Programme, grades 6 – 10, will be adopted as a bridge between the IB Primary Years Programme and the IB Diploma programme, so that a coherent curriculum continuum is created school wide.
- * The K-12 science curriculum will be reviewed and select changes made to embed more fully science and technology (information and design) into the academic framework and vision of AIS. The evolving curriculum will more actively engage students and create inter-disciplinary connections. A task force has been formed, reporting to the Headmaster and Education Committee of the Board, to complete this curriculum and resource review and suggest improvements and enrichment in the fields of science and technology.
- * The mathematics curriculum, and student achievement in mathematics, will be reviewed school-wide to determine the best approach to making improvement in student performance in mathematics with the aim of having students meet or exceed the IB world average in each of the three levels of mathematics.
- * The pedagogical approach to learning languages, with the goal of encouraging students to become bilingual, will be examined against current research and best practice. Changes will be implemented, accordingly; for example, in the percentage of time dedicated to the second language in the early primary years and in the middle and upper schools. A task force has been formed, reporting to the Headmaster and Education Committee of the Board, to review, assess and implement changes in this aspect of the curriculum.
- * The feasibility of implementing a required international exchange program for all students prior to the IB Diploma years (likely in 10th grade), combining language and service learning, will be completed and, if feasible, implemented.
- * The feasibility of implementing a 4th track (Chinese and English as most likely candidates) starting in the early primary years will be completed and, if feasible, implemented.
- * The feasibility of creating an off-site early learning program for 2 – 3 year old students will be completed and, if feasible, implemented.
- * The changing qualifications of distinguished and selective universities, particularly those in the United States, which demand that students demonstrate subject specific learning by taking the appropriate SAT subject tests in addition to the traditional math, verbal and writing exams, will be reviewed and curricular changes made accordingly to prepare optimally students to meet these qualifications.
- * AIS will expand our college placement support to ensure that all students enroll in the best possible college or university, which matches their personal situation and aspirations. We will proactively work with students, beginning in 9th grade, to help each student define their unique set of personal differentiators when pursuing the college placement of their choice.

STUDENT ENROLLMENT AND COMMUNITY PROFILE

AIS has established a balance of motivated local and international students who can thrive in its highly challenging academic program. It maintains an enrollment level that makes optimal use of the available facilities and resources and that allows each division to build a strong sense of community. Students are actively recruited from diverse socioeconomic, ethnic, linguistic, religious, and national backgrounds. AIS strives to have a similarly diverse faculty, staff and Board of Trustees.

PROJECT GOALS

- ✧ Over the next few years, total AIS enrollment will stabilize at approximately 1000-1050 students.
- ✧ The educational leadership team structure school wide will be restructured to ensure that the divisions in the primary school more closely match those in the secondary school. Each educational leader should be responsible for approximately 250 students to ensure that both students and the academic program can be optimally supported.
- ✧ Partnerships with key constituents, for example, consuls, major community groups and other schools, such as the International Community School, will be strengthened and supported so that AIS's objectives related to its vision, student enrollment and community profile can be achieved.
- ✧ The desired components, characteristics and interactions of a 'model international community' will be identified and implemented. Once identified, these will be monitored and become a continuous improvement goal.

CONTINUOUS IMPROVEMENT GOALS

1. Native speakers of French, German and Spanish and other language tracks will comprise at least one third of the students in each language track in the primary school, respectively. (Note: the Language Task Force will develop an updated definition of 'native' speakers).
2. AIS will strive to spend 10% of revenues on financial aid, with expenditures in excess of the current 7% of revenues being funded from sources other than tuition, such as grants, scholarships and endowment, in order to augment the socioeconomic diversity and distinction of the student population.
3. AIS will increase the diversity of its students, faculty, staff and Board of Trustees, with particular emphasis on under-represented minorities*
4. AIS will attract and retain more native language speakers in the middle and upper school language programs. *

FACULTY AND STAFF DEVELOPMENT

AIS attracts, retains, and supports the development of the best faculty and staff available locally, nationally and internationally. Our objective is excellent teaching with a focus on the process of student learning and on measuring, against clear standards, what students know and are able to achieve. AIS supports and encourages each teacher to become communicatively proficient in at least one language other than English. All who work at AIS model the high value that the school places in, 'joy of learning, a nurturing and diverse community, mutual respect and purposeful effort to set and achieve high standards', that are consistent with each individual's full potential.

PROJECT GOALS

- * A comprehensive human resource plan will be established for faculty and staff to enhance recruiting, retention and development efforts to ensure excellence in teaching and student learning.
- * AIS will continue to revise its annual performance review process to align it with the goals and action imperatives of AIS's strategic plan. Compensation of faculty and staff will be tied, in part, to performance as gauged by this review process.
- * A methodology to assure that each teacher develops and maintains competence in the appropriate use of information technology as a productivity tool and as a tool for teaching and learning will be established. Once implemented, this will become a continuous improvement goal.
- * More formal links will be established with CASIE (the Center for the Advancement & Study of International Education) for members of faculty to collaborate on teacher training and research on international education.

CONTINUOUS IMPROVEMENT GOALS

1. AIS faculty and staff salaries and benefit package, including key aspects such as investment in professional development, will equal or exceed those of Atlanta area benchmark schools.
2. Faculty attrition at AIS will be less than attrition at benchmark international schools in the United States.

TECHNOLOGY, TOOLS, BUILDINGS & GROUNDS

AIS provides an optimal and safe place for learning and teaching, and students, faculty and staff have the necessary tools and resources required to serve the mission, values and objectives of the school. AIS's infrastructure supports the academic program as well as athletics, the arts and other co-curricular programs.

PROJECT GOALS

- * The necessity for enhancing the science labs and equipment school-wide and the need to provide more space for implementing the inquiry based approach of the IB Primary Years Programme will receive highest and immediate priority, with implementation ready for the start of the 2006-07 school year.
- * On a longer term basis, in order to serve the demands of the academic program school wide, the following elements of a campus-wide master plan will be designed and constructed:
 - ✦ Primary school – address inadequate square footage, other space issues
 - ✦ Science – renovate existing labs, add new labs
 - ✦ Visual arts – increase space and improve environment (lighting)
 - ✦ Cafeteria – need to increase space
 - ✦ Auditorium – reclaim balcony space
 - ✦ Library – separate primary from secondary and increase space
 - ✦ Faculty room – create adequate meeting space for faculty
 - ✦ Parking & traffic flow – improve for safety, traffic flow and relationship with Garden Hills neighborhood
 - ✦ Athletics / PE – Construct a track and space for field events.
- * AIS Board will have a standing sub-committee to evaluate additional adjacent land acquisitions as well as to monitor the feasibility and timing of the purchase of the leased portion of the campus from Atlanta Public Schools.
- * AIS will improve and expand upon its outreach to the wider community in the creation of partnerships that make use of the AIS facilities and resources with organizations such as the Alliance Francaise and the Goethe Institute.

CONTINUOUS IMPROVEMENT GOALS

1. AIS will regularly conduct a facilities and major systems audit to guide preparation of the AIS maintenance plan and budget.*

FINANCIAL SUPPORT, OPERATIONS AND PLANNING

AIS has in place the funds, financial controls and management systems that ensure the perpetual fiscal health of the school. Fundraising complements tuition, allowing AIS to implement fully its mission and objectives. All expenditures are cost-effective, balancing the importance of quality of results with the disciplined and frugal use of resources that is essential to fulfilling the school's mission and objectives.

PROJECT GOALS

- * AIS will launch and complete, within three years, a capital campaign to support the implementation of the master plan for buildings and grounds.
- * Indicators and benchmarks to measure the effectiveness and efficiency of all major non-educational operations, such as the business office, the development office, food-service, safety and security, transportation, preventative maintenance, HVAC, energy usage and tuition collection, will be developed. Once benchmarks are established, these will become continuous improvement goals.

CONTINUOUS IMPROVEMENT GOALS

1. AIS will maintain a cash operating reserve equal to two months of operating expenses.
2. Tuition charged by AIS will be comparable with that of appropriate benchmark schools.
3. Annual unrestricted giving will equal or exceed that of appropriate benchmark schools.
4. AIS will aggressively work to increase the endowment. Ten percent of all future unrestricted capital campaign gifts will be directed towards the endowment.

EFFECTIVE COMMUNICATIONS AND MARKETING

AIS continues to enhance its local, national and international reputation for educating students in a highly challenging academic program with a curriculum based on the best international and U.S. standards and with values that have universal application. Within Atlanta, AIS is recognized as one of the leading private independent schools and as an important contributor to the economic development of the region. AIS is also recognized as a valuable partner in the preservation and improvement of Garden Hills and the Buckhead community.

PROJECT GOALS

- * A restructuring AIS's marketing and communication functions and staffing will be completed so that AIS can dramatically raise its profile locally, nationally and globally.
- * AIS will implement a comprehensive marketing and communications plan, which will include a review of the AIS 'brand' and image.
- * AIS will develop and maintain readily available educational materials and talking points on AIS and the IB for all members of the community to use in discussing AIS externally.
- * The AIS website will be enhanced to include substantially more interactive options for parents and members of the community, for example, making donations on-line, paying bills on-line and reviewing student reports of academic progress on-line.
- * AIS will actively work to educate target U.S. colleges and universities on the value of the IB diploma in relation to student accomplishments and test results when evaluating placement for our students.

CONTINUOUS IMPROVEMENT GOALS

1. AIS will effectively communicate with parents, encouraging them to act as partners in learning. AIS communications will inform parents on the progress of individual students, on school programs, and on other events.*
2. AIS will increase its coverage in local, national and international press.*

AIS Community Principles

We, the members of the AIS school community, believe that there are certain principles upon which our school community is based. We believe that all members of our school community possess worth and dignity and should be treated accordingly. We believe that AIS should strive to be inclusive, compassionate, welcoming and non-hierarchical. Implementing these beliefs and principles will not be easy and will require our community to actively confront difficult and sensitive subjects and “understand that other people, with their differences, can also be right.” (IBO Mission Statement, November 2002).

We believe that all members of the AIS community, including students, faculty, administration, staff, parents and Board members, should try to:

- 1) respect themselves and others irrespective of their differences;
- 2) develop their own personal values and respect the values of others;
- 3) value their own culture, respect and strive to understand the cultures of others and understand and support multiculturalism in our community;
- 4) be ethical, act with honor and integrity and above all, show concern and care for others in and outside our school community.

For our school community to be effective, we believe that every member should do his or her best to support the principles upon which it is based. In short, all AIS constituencies are key to our Community Principles.

All AIS Constituencies Are Key To Our Community Principles:

The foregoing Community Principles are by definition general and designed to cover many situations. It is our goal to operationalize these Principles in all facets of our Community and to live these Principles in our interactions with one another. Set forth below are some examples of situations in which our Community Principles will be evident. These examples are not intended to be all inclusive or presumptuous, but rather to demonstrate the scope and breadth of the attitudes and actions which we embrace as a School Community.

Students

- Support the Community Principles
- Respect the staff, administrators, and faculty of AIS and their professional judgments
- Respect your fellow students and find value in one another
- Strive to make all members of our learning community feel included
- Act in a manner consistent with these Principles
 - in confronting difficult situations with one another or adults at AIS
 - in attending school-related events, games, meets, trips, performances or the like
 - in following school policies like the Code of Conduct or the dress code
- Have the courage to appropriately address behavior by others at AIS which is inconsistent with these Principles

Faculty, Staff, Administrators, Board of Trustees and School Leaders

While our various Handbooks and policies set forth many expectations for AIS Faculty, Staff and other School Leaders, we ask that the adults at AIS be mindful of their special role in modeling our Community Principles for our students and living them in their interactions with others at AIS. In this regard, we expect that Faculty, Staff and other School Leaders will:

- Support the Community Principles with one another, the parents and the students
- Respect our students as individuals and recognize the differing ways in which our students contribute to our learning community
- Model these Principles in holding before our students humane behavior and the "best scholarly and ethical standards" (AAUP Statement 1990)
- Respect the parents of our students and their role as partners with the school
- Act in a manner consistent with these Principles
 - in teaching your classes or performing your job
 - in speaking with students, parents, or colleagues
 - in greeting visitors or newcomers to AIS
 - in confronting difficult situations with students, parents, colleagues, or the school
 - in supporting school policies
 - in participating in school-related events and activities
- Have the courage to appropriately address behavior by others at AIS which is inconsistent with these Principles

Parents

While our Parent Partnership sets forth many expectations for AIS parents, we ask that the adults at AIS be mindful of their special role in modeling our Community Principles for our students and living them in their interactions with others at AIS. In this regard, we expect that parents will:

- Support the Community Principles with their children
- Respect the staff, administrators and faculty of AIS and their professional judgments
- Act in a manner consistent with these Principles
 - in the carpool,
 - in meeting with one another,
 - in greeting visitors or newcomers to AIS,
 - in confronting difficult situations related to your children or the school,
 - in meeting with AIS teachers or administrators, and
 - in attending school-related events (e.g., applaud good sportsmanship by any student-athlete)
 - in supporting school policies, such as dress code or Code of Student Conduct

Parent Partnership

As an independent international school, we encourage parent participation in all facets of school life. This brochure will help you understand the importance of your personal involvement in your child's education as well as the impact of your financial support on your child's school.

Atlanta International School's Commitment

We will all do everything possible to fulfill the mission of the school and live the school's values, the things we believe are fundamentally important: the intrinsic joy of learning and hope, sustained and nurtured in a diverse school community, united in its commitment to mutual respect and purposeful effort to set and achieve high standards. In the spirit of true partnership, all staff members of the school, most notably the teachers who work directly with your child, share responsibility with you for your child's success. By subscribing to the ideas outlined in this partnership agreement, you will help your child succeed at AIS.

Parent's Responsibilities

What are my responsibilities for my child's success in the curriculum at AIS?

- Read about and understand the International Baccalaureate curriculum and the goals of language instruction offered by AIS;
- Encourage my child's development of reading and writing ability, math skills, scientific inquiry, and logical reasoning and analysis, as is fitting with my child's topics of study, and to serve as or use a tutor when necessary;
- Learn, if applicable, the target language alongside my Primary School child, as a way of being a positive role model and sharing the excitement of this endeavor within the family;*
- Provide opportunities for authentic language experience outside the classroom, especially for my Primary School child, through videos, tapes, CDs, Internet access to world radio broadcasts, language camps, exchange programs, trips abroad, and play opportunities with children from AIS who speak the target language of my child, and more;
- Provide books, software, and other resources to nurture my child's inquiring mind and to take my child to cultural and educational events at AIS and elsewhere that would enhance my child's learning and understanding of the subjects he or she is studying;
- Permit and encourage my child to attend grade level field trips, acknowledging that they are part of the curriculum;
- Read and discuss the Creativity Action Service (CAS)** Handbook with my Secondary School child to understand the number of hours and type of service my child requires to fulfill the curriculum requirements of the IB and AIS; and
- Encourage my child's development of appropriate values for willing and enthusiastic participation in community service.

***NOTE ON THE CRITICAL INVOLVEMENT OF PARENT SUPPORT TO ENSURE SUCCESSFUL LANGUAGE ACQUISITION:** AIS is committed to academic excellence in all

subjects and is unique in Atlanta in offering a dual language curriculum in the Primary School in English and in Spanish, German, or French. Additional languages are also offered in the Secondary School. Use of these languages is encouraged at AIS, and visitors to the school can often hear the students speaking different languages to each other in the hallways and on school grounds. To succeed in acquiring another language, however, use cannot be limited to the student's time at AIS, but must continue at home and elsewhere whenever possible. AIS encourages parents who do not already speak a second language to begin learning one, and in the case of Primary School parents, the target language alongside your child. It is a learning experience you can share for years to come.

Also, learning about other subjects your child is studying will be rewarding for you, and will demonstrate to your child your utmost educational support and interest.

****NOTE ON CAS:** AIS and the International Baccalaureate Organization encourage development of the whole child and require Secondary School students to complete a certain number of hours of Creativity, Action, and Service in the areas of sports, the arts, and community service. Students learn invaluable lessons in these activities--lessons that cannot be learned in a classroom. Parents should encourage their child to take a positive look at these types of activities and to develop interests that can remain long after graduation from AIS.

What are my responsibilities to my child at home?

- Support the development of the International Baccalaureate Student Learner Profile
- Ensure that my child has ample scheduled time and quiet surroundings for home study and to reinforce my child's use of homework agendas, especially as my child progresses into higher grades that require more homework.
- Talk to my child often about school work, demonstrating my interest in helping the school equip my child with the ability to inquire, interact, and accept constructive criticism.
- Enforce the discipline of using our family's language, if other than English, with our child at home and when his/her AIS friends visit, recognizing that this is a valuable gift to offer our child and his/her friends.
- Help my child learn from mistakes and to profit from suggestions for improvement.
- Limit and appropriately supervise time my child spends watching television or in front of a computer. We strongly recommend that the television and/or computer be placed in a 'public' area of the home, NOT in the child's bedroom; and
- Enable my child to maintain regular school attendance by ensuring my child arrives at school on time and by scheduling family trips only during school holidays.

What are my responsibilities to my child's acceptance of cultural differences?

- Be a model for my child by demonstrating and encouraging an interest in, study of, and respect for other cultures, ethnicities, nationalities, races, and religions;

- Encourage my child to socialize outside of school with children who come from other backgrounds;
- Enhance my child's awareness and understanding of the world by discussing current events that may be affecting the home countries of other AIS students;
- Encourage my child to share his or her own cultural traditions and heritage with other students; and
- Attend cultural events at AIS.

What are my responsibilities to the teachers and administrators of the school?

- Support the mission, values, policies, curriculum, educational standards and disciplinary actions of the school.
- Do everything possible to ensure that my child complies with the academic and behavioral standards at the school and, if my child falls short of these standards, to support the school in dealing with the shortcoming(s).
- Underscore with my child the importance of study, homework, classroom participation, and full effort in approaching academic work at AIS.
- Respect the professional opinions of the teachers and administrators;
- Support the judgments and actions of the teachers and administrators of the school by following their recommendations.
- Talk first with my child's teacher regarding any matters of concern in the classroom, such as homework, content of lessons, teaching methods, and regarding family concerns, behavior patterns, or attitudes that might impact my child's performance at school.
- Consult with my child's teachers by arranging individual conferences, using the phone and school message system for quick communication of concerns, and writing notes in my Primary School child's agenda.
- Read all emails, letters, newsletters, handbooks, and other information sent to me by teachers, department heads, and administrators of the school and to review information on the school's website.
- Attend events at the school and meet my child's teachers, division head, and the headmaster when opportunities are given.
- Become involved with the AIS Parent Organization and its activities and, in doing so, get to know other parents at AIS.***

***** NOTE ON PARENT VOLUNTEERING:** AIS has benefited from the many active parents who enrich the AIS community through their participation in the life of the school. There are countless ways of doing so, and parents are urged to find out about opportunities to participate that are suited to their own interests and available time. We appreciate your involvement, and your child will be especially thankful for your active interest in his or her school.

What are my responsibilities to the financial support of my child's school?

- Make my tuition payments on time so that AIS can continue to be a financially stable school.
- Understand that private, independent schools in the United States do not survive on tuition alone, but are dependent upon donations by parents and alumni to meet current operating budget requirements and all capital needs.****

- Understand that AIS is a relatively young school, having opened its doors in 1985, and is therefore especially dependent upon the generosity of parents in particular to meet the financial needs of the school.
- Contribute, according to my financial ability, to the Annual Fund each year to support current school needs.
- Consider the needs of AIS and its long-range goals for funding buildings and endowment through major gifts.

*****NOTE ON GIVING:** AIS is sensitive to the fact that many parents come from countries where education is provided free by the government, therefore paying tuition and/or making personal gifts may be a new concept.

Personal giving is customary at private, independent schools in the United States. The unique curriculum at AIS, the high-quality faculty from around the world, the low student-teacher ratio, the ongoing investment in the professional development of our faculty, and our commitment to providing need-based scholarship support for students to ensure socio-economic diversity at AIS make our operating costs higher than they are in many other schools.

AIS asks that you be understanding when you receive requests for donations by the school and that you consider giving to the best of your ability. These funds are for your child's superior education and development in a school with high international standards. Your support is always appreciated, at any level.

In addition to personal giving, there are a number of programs where your purchases from retail chains such as Kroger and Publix supermarkets, and Pikes Nurseries provide financial benefits for the school.

Admissions Policy

Through its admission policies and practices, AIS strives to maintain a balanced student body in accordance with the school's mission. AIS seeks students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the challenging academic program and who will contribute to the life of the school.

Applicants are assessed according to age appropriate testing results, former teacher evaluations and interview or visit evaluations. Admission decisions are made by an Admission Committee consisting of administrators and teachers.

AIS will not discriminate on the basis of age, color, disability, ethnic or national origin, gender preference, race, religion or sex in the administration of its educational policies, admission policies, scholarship programs, and athletic and other school administered programs.

Parameters for Admissions

Data analysis in terms of present and future enrolments should focus on the following:

1. 50% International 50% Local
2. Diverse groups – language, socio-economic, cultural background, mother-tongue language, etc
3. Roughly equal ratio of male to female
4. Primary school classes have one third native speakers.
5. Diversity – all groups represented. Target demographic groups not represented within the school.
6. Heterogeneous mix in each demographic group

Entry Requirements for Primary School

1. Entry at Primary School level is dependent on the student's previous grade level and not necessarily their age.
2. Teacher evaluations are positive (there is a strong correlation between teacher assessment of the student and likelihood of that student's success).
3. Careful selection is needed for students coming into primary school after Kindergarten who do not have a second language background. Students can be successful with appropriate and adequate support. Parents need to understand their responsibilities in this regard.

Entry Requirements for Secondary School (for Primary School applicants, these goals need to be factored in when considering acceptance).²

1. Expected that 85% of students will pass the full diploma. To achieve this goal it is necessary that all students have:
 - a. SSAT scores greater than 800 (on the old scale)
 - b. Student Reports indicate that they are successful students (A/B grades, that is average to above-average in ability)
 - c. Student Reports indicate that the students are motivated.
 - d. Applicants need to have many of the characteristics of the IB Learner profile or be able/willing to adopt those characteristic
 - e. Teacher evaluations are positive (there is a strong correlation between teacher assessment of the student and likelihood of that student's success).
 - f. Parents understand AIS expectations of their support. Parent partnership guidelines need to be understood to for the benefit of the students
 - g. Placement tests (Maths/Language etc) are undertaken prior to full admission.

² All admitted secondary school students will be fully enrolled in the IBMYP.

2. It is anticipated that a maximum of 5% of students would not take the full IB Diploma (3/4 students). This will be decided prior to entry to the IBDP, i.e. in the 9/10th grade, wherever possible.
 - a. 'At risk' students will not constitute more than 5-7% of each MS grade's enrolment (i.e. max of five students per grade)
 - b. It is expected that all students entering 9th/10th grade from AIS Middle School will successfully take the full diploma.

Acceptance Protocols

- a) Final acceptance of any student is the responsibility of the respective Head of School – with oversight from the Headmaster.
- b) Throughout the summer months at least one Head of School needs to be at school to make enrolment decisions in consultation with the Director of Admissions.
- c) The Development Office should be aware of all new enrolments and applicants.
- d) Students from Southern hemisphere schools placement need careful consideration.

Financial Aid

1. Purpose of financial aid is to attract and retain students who would not otherwise be able to attend AIS and to help maintain the linguistic, cultural, ethnic balance of students
2. We are never able to offer 100% of demonstrated need
3. We need to support these students beyond financial aid.
4. We need to determine the success of our financial aid program.

AIS Language Policy

Philosophy

As language is the key to all learning, all teachers at AIS are language teachers. Language learning at AIS refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge.

Second Language Acquisition

“Since each language reflects the values, history, and way of thinking for those who speak it, learning another language is a particularly effective means of understanding others, and speaking that language is a powerful statement of respect for them.”

(AIS Mission Statement)

Language Programs at AIS

PYP

The Primary School at AIS provides a strong, challenging curriculum in two languages embracing the principles of the PYP. Our students become skilled and knowledgeable in the main subject areas: mathematics, social studies, language arts, science and technology, personal and social education, and the arts while acquiring either French, Spanish, English or German as a second language. Students spend approximately 50% of their time in English and 50% in French, Spanish, or German from 4K to Grade 5. **AIS strives to make every student proficient in two languages. All students will have the knowledge of and the ability to use two languages, but not all of them to the same extent. Students vary in their ability to learn a second language; some will achieve functional proficiency in the target language while others will become truly bilingual. The acquisition of language must be seen as a continuum along which each individual student progresses at his/her own speed.**

All languages are equally valued and used as a medium of instruction during the school day. Our teachers are native speakers of the target language taught in the classrooms and, from 4K to Grade 2, native speaker assistants or co-teachers are embedded in the classroom to maximize learning in the target language. 60–80% of our teachers speak more than one language, although English is the common language used for all collaborations, planning meetings and communications within the school. Single-subject teachers teach for the most part in English; music instruction takes place in French, Spanish, or German respectively in Grades 4K–2.

MYP

Our program operates within the curricular framework of the IB Middle Years Program. We are guided by the fundamental MYP concepts of holistic learning, intercultural awareness, and communication. Our program encourages students to make links within and across subject groups through Areas of Interaction.

We aim for each student to reach the highest level of literacy and proficiency in a second language. Entering students have extremely varied backgrounds. They range from coming directly from the bilingual Primary School program to entering Secondary School with no second language experience. We offer many language levels to allow students to develop language ability to their highest potential.

Level A languages include English, French, German, and Spanish. These courses follow the IB MYP Language A curriculum, as well as national curricula, in some cases. For assessment purposes, we use both MYP Language A and Language B advanced criteria in these classes.

Level B languages include English, Chinese, French, German, and Latin. These language classes use MYP Language B advanced and standard criteria for assessment.

Grade 6 and 7 students take one Language A class and one Language B class (or two language A classes.) In addition, they take Latin or Chinese. Grade 8 students also have the opportunity to begin a new language.

DP

We offer English, French, German, and Spanish at A1, A2, and B levels (all offered as HL or SL classes), and Spanish Ab Initio. Additionally, we offer A1 School Supported Self-Taught language for students whose first language is not English, French, German, or Spanish. Every student must take one subject from Group 1 and at least one subject from Group 2. Choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall DP program. The following chart describes the language choices offered:

Language Choices in the IB Diploma Program at AIS

Group 1

A1 High or Standard	Is for a fluent language user: <ul style="list-style-type: none"> studying in his/her most competent language normally this is the language of the environment to which the student has been exposed from an early age or for an extended period Students will: <ul style="list-style-type: none"> study literary texts and demonstrate analytical skills in writing and speaking 	English French German Spanish
A1 School Supported Self-Taught Standard	Is for a fluent language user: <ul style="list-style-type: none"> whose particular language is not one of those above Students will: <ul style="list-style-type: none"> study literary texts and demonstrate analytical skills in writing and speaking 	

Group 2

A2 High or Standard	Is for a fluent language user: <ul style="list-style-type: none"> who is proficient in both reading and writing who knows this language as well/nearly as well as his/her A1 language but does not wish to study it as A1 Students will:	English French German Spanish
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	<ul style="list-style-type: none"> study the language at a more complex level focus on literature and culture 	
B High or Standard	<p>Is for a language learner who:</p> <ul style="list-style-type: none"> has three or more years of experience in the language <p>Students will:</p> <ul style="list-style-type: none"> learn to communicate effectively in a number of situations, from everyday exchanges to literary texts develop mastery of language skills 	English French German Spanish
Ab Initio Standard	<p>Is for a beginner who:</p> <ul style="list-style-type: none"> has little or no experience of the language. 	Spanish

Admission to AIS

AIS seeks students from diverse socio-economic, ethnic, linguistic and national backgrounds who will benefit from the challenging academic program and who will contribute to the life of the school. Qualified students are admitted at all grade levels, class size permitting. Students of all linguistic backgrounds are considered for admission. There is no need for a student to know French, Spanish or German before he/she joins our 4K-Grade 1 programs, but a solid foundation in the child's mother tongue is necessary to be successful in our program. Students with no English language skills are accepted throughout Primary and Middle School and supported through our ESOL program. Students should be proficient in English to begin the IB program in eleventh grade. (*Admissions Policy*)

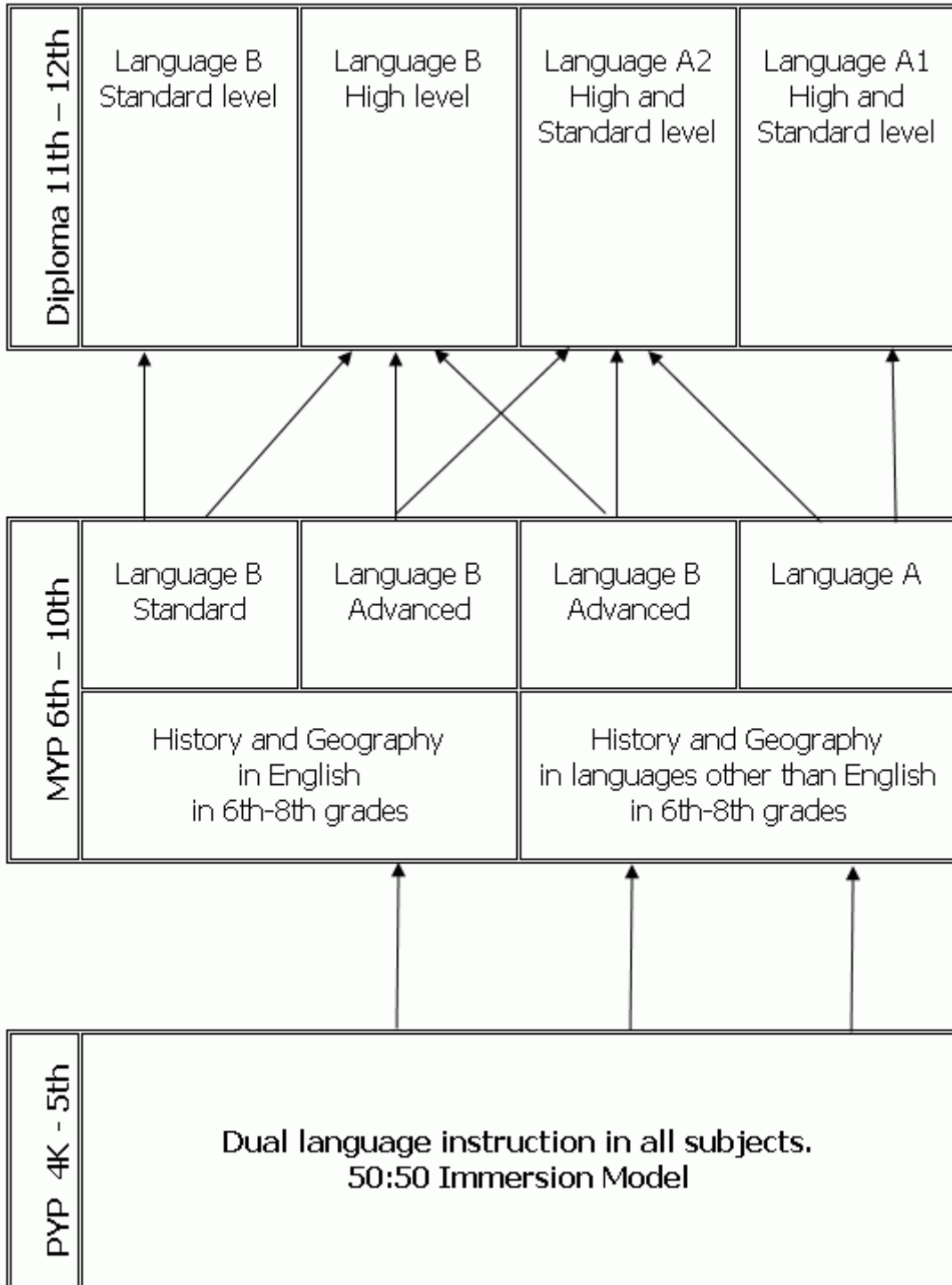
AIS Language Profile

- English background student (both parents) with no target language (French, Spanish, German) proficiency – accepted only in Grades 4K-1
- English background students (both parents) with some target language proficiency either as a result of an extended stay in target language country or attendance at a target language school
- French, Spanish, German background (both parents) “international” students who are English proficient as a result of living abroad
- French, Spanish, German background (both parents) “international” students with no English language proficiency
- Bilingual students (one English speaking parent and one either French, Spanish, German speaking parent) who have acquired both languages simultaneously from birth
- Students (one English speaking parent and one either French, Spanish, German speaking parent) who have acquired only one language at home but who want to become proficient in both languages
- Students who are proficient in two languages but not necessarily in English and French, German, Spanish
- Students who are proficient in two other languages
- Students (both parents speak a language not offered by the school) with some English language proficiency as a result of attendance at an international school

Whole School Guiding Principles about Language Learning at AIS

	PYP	MYP	DP
We provide a learning experience for the students, delivered in two languages, with one agreed upon set of expectations and procedures	X		
We use both languages as a medium of inquiry, providing opportunities to challenge first language speakers and to develop second language speakers	all subjects	history/ geography (Grades 6-8)	
We view the on-going language development for AIS students as the responsibility of all teachers, parents and students	X	X	X
We understand that our students come with many different language backgrounds to our school and will all progress at a different pace	X	X	X
We teach language through context and relate new information to existing knowledge	X	X	X
We provide for language support beyond the classroom	<ul style="list-style-type: none"> • ESOL • SST • Homework Assistance • Saturday Language Camp 	<ul style="list-style-type: none"> • ESOL • SST • Homework Assistance/ Tutoring 	<ul style="list-style-type: none"> • ESOL • SST • Homework Assistance/ Tutoring
We accommodate different learning styles with differentiated instruction according to individual needs	X	X	X
We strive to keep abreast of the most current research regarding dual-language acquisition	X	X	X
We provide meta-linguistic learning strategies for the students		X	X
We give on-going feedback on students' progress in all languages of instruction	X	X	X

Language Levels and Progression at AIS



Second Language Support

Successful language learning can only be accomplished through a thorough support system within the school and a full partnership between our school and the parents. (*Parents as Partners Agreement*)

PYP

ESOL

Although the AIS Primary School is based on a dual-language immersion model of education, whereby the English grade level classroom provides enriched language instruction and is sensitive to non-native speakers' needs, students with two or fewer years of English language instruction will usually need more intensive, small group language instruction. The ESOL program ensures newcomers and others with limited acquisition of English skills access to the English language and curriculum, as well as supports English grade level teachers so they can continue to provide a challenging program for all students in the English program. (*ESOL Policy*)

Homework Assistance

Homework Assistance Program (HAP) will be offered to students in Grades 1 through 4 who do not benefit from target language support at home. The HAP is also the opportunity for parents who are speakers of target languages to make meaningful contributions to the language programs of our school and give back to the community. (*Homework Help Policy*)

Saturday Language Camp

Based on teachers' recommendations supported by the results of each student's Oral Language Assessment (given in Grades 2 and 4), we are offering additional exposure to the target language by providing a Saturday Language Camp from January until May of each school year. Students who have been identified as needing further reinforcement to strengthen their French/German/Spanish skills are required to attend these classes, unless they are already enrolled in another language support program.

SST

Teachers usually identify students with special needs, both academic and social/personal, although parents, outside professionals, or other staff members may recognize the need for support services. If the ongoing classroom modifications have not solved the problem, a referral to the Student Support Team (SST) takes place. The Student Support Team consists of the learning specialist, classroom teachers, counselor, principal or other designated teachers. Their role is to review the student information and recommend an action plan for meeting the student's needs. The plan is implemented for a period of time and evaluated for its effectiveness. (*SST Policy*)

Mother tongue support

The reasons for supporting the preservation and development of a person's first language are many, all of which are in keeping with the school's mission statement.

We do not offer any additional mother tongue support for languages not being taught at the primary level, but we do provide information to parents on other language programs offered in the Atlanta area, so the students can keep up with their mother tongue.

MYP and DP

ESOL

The ESOL Intensive Program replaces English grade level classes from Grades 6 through 10, and provides intensive instruction in English to those whose levels of English proficiency do not allow them to perform successfully in mainstream subject classes. The objective is to enhance social, academic, and cultural growth in students. *(ESOL Policy/Grades 6–10)*

Homework Assistance/Tutoring

We offer extra support in the target languages after school. Teachers run tutoring sessions in French, German, and Spanish on a drop-in basis. Additionally, some language departments have interns from countries where the target language is spoken who support classroom teaching and are available to help students one on one. Students can also benefit from extra help by making appointments with their teachers outside of class as well as attending various departments' tutoring sessions.

SST

Teachers usually identify students with special needs, both academic and social/personal, although parents, outside professionals, or other staff members may recognize the need for support services. If there is a trend in two or more of the classes, or if the ongoing classroom modifications have not solved the problem, a referral to the SST takes place. SST consists of the learning specialist, counselor, principal or other designated teachers. Their role is to review the student information and recommend an action plan for meeting the student's needs. The plan is implemented for a period of time and evaluated for its effectiveness. *(Resource Policy)*

SSL/Mother Tongue Support

SSL is a program of study within the International Baccalaureate Organization's Diploma Program. It is classified as a Group One course and is therefore subject to the same curricular requirements as other first language courses. Its function is to provide diploma candidates a means of pursuing the study of their first languages when there are too few student speakers of that language to constitute a regular class. Only diploma candidates, that is to say eleventh and twelfth grade students enrolled in the Diploma Program, are eligible for SSL. However, students in Grades 9 and 10 who wish to pursue study of their first language with the intention of entering the SSL program in Grade 11 will be supported as well.

The reasons for supporting the preservation and development of a person's first language are many, all of which are in keeping with the school's mission statement. These reasons include the following:

- the preservation and development of first languages foster the celebration of diversity and enable cross cultural awareness, appreciation, and understanding.

- the preservation and development of first languages enable the development of higher order cognitive skills, and
- the preservation and development of first languages enable people who are members of small cultural subgroups better to maintain and transmit cultural identity within a multicultural society.

This AIS language policy will go into effect for the school year 2007–08, and will be reviewed every three years by the curriculum coordinators of all three IB programs.