

**APPLICATION FOR
CANDIDACY
FOR ACCREDITATION
SCHOOLS**

**American International School of
Monrovia
Monrovia, Liberia
December 10, 2013**

**Middle States Association of Colleges and Schools
Commissions on Elementary and Secondary Schools
3624 Market Street ♦ 2 West ♦ Philadelphia, PA 19104
Telephone: (267) 284-5000 www.cess-msa.org**



MIDDLE STATES COMMISSIONS ON
ELEMENTARY AND SECONDARY SCHOOLS

APPLICATION FOR CANDIDACY
SCHOOL

PART I

SCHOOL INFORMATION

GENERAL INFORMATION	
Legal Name of School	American International School of Monrovia
<i>For schools within the United States</i>	
Address of Offices of the School	8800 Monrovia Place
City	Dulles
State	VA
ZIP Code	
<i>For schools outside the United States</i>	
Address of Offices of the School	Old Road, Congo Town
City	Monrovia
Country	Liberia
Postal Code	
<i>For all schools</i>	
Phone Number	00231 0777 818 775
Fax Number	
Website URL	www.aismonrovia.com
Year Opened	2007

HEAD OF SCHOOL							
Dr., Mrs., Ms., Mr.	Mr.						
Full Name	Jeff Trudeau						
Title	Director						
Phone Number	00231 777 818 775						
Fax Number							
E-mail Address	Jeff.Trudeau@aismonrovia.com						
Age Groups/ Grade Level Configuration of School (Check all that apply)		Infancy		Age 1		Age 2	Age 3
		Age 4		Age 5	x	PK	x K
	x	Grade 1	x	Grade 2	x	Grade 3	x Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x Grade 8
	x	Grade 9		Grade 10		Grade 11	Grade 12
	Post-H.S.		Adult				

A. TO BE COMPLETED BY ALL SCHOOLS

Direction: In the table below, check all descriptors that apply to the school. Add any additional information in the Comments column that will help Middle States to understand the school.

Descriptor	X = Applies	Comment
Public		
Non-Public	X	International School that serves the needs of U.S. Mission Employees, corporate and local students who desire or need a U.S. Education.
Independent	X	
Religious		
Charter		
Urban		
Suburban	X	
Rural		
Academic	X	
Career and Technical		
Proprietary		
Non-Profit	X	

Descriptor	X = Applies	Comment
Distance Education	X	Some Grade 9 classes are presently done on line with K12 Academy.
Day	X	
Boarding		
Other:		
Other:		
Other:		

- **Students served by the school (check all that apply):**

X	
x	Day students
	Boarding students

- **Is the school approved and/or licensed by the appropriate state or national department of education?**

X	
x	Yes
	No

If yes, name of department of education:	Liberia Ministry of Education
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- **Is the school currently accredited by any other accreditation agency(ies)?**

X	
	Yes
x	No

If yes, provide the information in the table below.

Name of Accrediting Agency	
Accredited Since	
Last Accreditation Visit	
Next Accreditation Due	

- Does the institution have more than one campus?

X	
	Yes
x	No

If yes, provide the following information for each campus:

Name of Campus:	
Address of Campus	
Head of Campus	

B. TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

Is the school incorporated?

X	
x	Yes
	No

If yes, name of corporation:	American School of Monrovia. 501 C 3 non-profit
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▪ **Is the school licensed to operate as an educational institution?**

X	
x	Yes
	No

If yes, complete the following table:

In what state(s) is the school licensed to operate?	501 C 3 established in Delaware
In what country(ies) is the school licensed to operate?	Liberia (Educational License) U.S. (Non-Profit Organization)

If no, explain the school's authority to operate: f yes, name of corporation:	
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▪ **Is the school licensed to grant diplomas or certificates?**

X	
x	Yes
	No

If yes, complete the following table:

In what state(s)/country(ies) is the school licensed to grant diplomas or certificates?	Liberia.
	(In the last 7 year of the school's existence, diplomas have never been issued.)
Type(s) of diplomas or certificates offered	Liberian diplomas, when applicable.

If no, explain the school's authority to grant diplomas or certificates:	
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For religious schools, the school's religious affiliation:	
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PART II

CONTEXT OF THE SCHOOL

Provide a brief the history of the school, including the context within which the school operates (including location, social and economic conditions, etc.). Describe any major challenges being faced by the school and any major plans for changes to the school, its educational program, and its operations in the near future.

Over 40 years ago -- with the arrival of a large expatriate community involved in everything from missionary work to mineral excavation -- a need arose to provide an education for expatriate children. Thus, the **American Cooperative School** came into being. Starting out with just a handful of students, ACS evolved into a school of over 400 students and was known as one of the top American-International schools in Africa. Shareholders of the school were, and continue to be, multi-national companies, members of the diplomatic community, and qualified local Liberians in search of a quality U.S. Education. A change in the economic and political climate during the late 1980's and 1990's discouraged many of the multi-national companies and diplomatic community from remaining in Liberia. When they left the country the school population declined, and with the onset of Liberian Civil War the school closed in 1988. On October 8, 2007 after five years of peace in Liberia, the school reopened under a new name: The American International School of Liberia. At present, we have approximately 124 students enrolled from our Pre-Kinder program through Grade 9. Recently as the economic and political situation in Liberia has turned the corner and business conditions have improved there has been a direct increase in enrolment due to the fact that companies and the diplomatic community will bring in more expatriate workers and their families. Currently, the student population at American International School of Monrovia is at all time high, with more students expected each year since the school reopened.

The American International School of Monrovia is a modern air-conditioned facility that, in the future, could once again enrol well over 400 students. Presently, there is ample classroom space for all of our students. In addition to the main school building, our facilities include a basketball court, gymnasium, and weight room, and a soccer/baseball field. The curriculum is North American, the medium of instruction is English, and the student/teacher ratio is 7/1. Monrovia is Liberia's largest city with a population of just under a million. Although this is a capital city, Monrovia has a rustic urban feel. There are modest swim and tennis club; there are several nice restaurants, adequate shopping close at hand, two fitness gyms, and high-quality housing with central air conditioning. On long weekends and vacations there is a diversity of environments to explore. Picturesque African beaches, the highlands of the dense jungle interior, and rain forests are all within driving distance.

PART III

SCHOOL STUDENT INFORMATION

A. ENROLLMENT

In the table below, provide the current enrollment of students in the school for each age group/grade level in the school.

Age Group/ Grade Level	Total Enrollment
6 wks. – 1 yr.	0
Age 1	0
Age 2	0
Age 3	0
Age 4	0
Age 5	0
Grade KI	13
Grade KII	15
Grade 1	20
Grade 2	14
Grade 3	14
Grade 4	12
Grade 5	9
Grade 6	10
Grade 7	3
Grade 8	5
Grade 9	3
Grade 10	Open in 2014
Grade 11	Open in 2015
Grade 12	Open in 2016
Grade 12+	0
Other (specify):	0
TOTAL	124

B. STUDENT DEMOGRAPHIC CHARACTERISTICS

Complete the following tables to show the demographic characteristics of the school's students. Duplicate the table to add any additional demographic characteristics appropriate to the school.

Student Characteristic: Ethnicity	Percent of Students
African-American	50%
Asian/Pacific Islander	5%
Caucasian/White	40%
Hispanic	5%
Native American Indian	0%
TOTAL	100%

Student Characteristic: Gender	Percent of Students
Male	43%
Female	57%
TOTAL	100%

Student Characteristic: Special Needs	
6 wks. – 1 yr.	0%
Age 1	0%
Age 2	0%
Age 3	0%
Age 4	0%
Age 5	0%
Grade PK	0%
Grade K	7%
Grade 1	0%
Grade 2	0%
Grade 3	0%
Grade 4	8%
Grade 5	0%

Student Characteristic: Special Needs	
Grade 6	0%
Grade 7	0%
Grade 8	0%
Grade 9	0%
Grade 10	0%
Grade 11	0%
Grade 12	0%
Adult	0%
TOTAL	100%

Student Characteristic: Socially-Economically Disadvantaged	NA
6 wks. – 1 yr.	0%
Age 1	0%
Age 2	0%
Age 3	0%
Age 4	0%
Age 5	0%
Grade PK	0%
Grade K	0%
Grade 1	0%
Grade 2	0%
Grade 3	0%
Grade 4	0%
Grade 5	0%
Grade 6	0%
Grade 7	0%
Grade 8	0%
Grade 9	0%
Grade 10	0%
Grade 11	0%
Grade 12	0%
Adult	0%

Student Characteristic: Socially-Economically Disadvantaged	NA
TOTAL	100%

Student Characteristic: English Language Learner	(Liberia is English Speaking)
6 wks. – 1 yr.	0%
Age 1	0%
Age 2	0%
Age 3	0%
Age 4	0%
Age 5	0%
Grade PK	0%
Grade K	0%
Grade 1	0%
Grade 2	0%
Grade 3	0%
Grade 4	0%
Grade 5	11%
Grade 6	0%
Grade 7	33%
Grade 8	0%
Grade 9	0%
Grade 10	0%
Grade 11	0%
Grade 12	0%
Adult	0%
TOTAL	100%

PART IV

LEADERSHIP, FACULTY, AND STAFF INFORMATION

A. LEADERSHIP, FACULTY, AND STAFF

In the table below, provide current information about the number and characteristics of members of the school's professional and support staffs.

	Total	Males	Females	Full Time	Part Time
Administrator	1	1	0	0	0
Supervisor	0	0	0	0	0
Classroom Teacher	16	1	16	17	0
Counselor	0	0	0	0	0
Technology Staff	1	1	0	1	0
Librarian	1	0	1	1	0
Business/Finance	1	1	0	1	0
Secretary	1	0	1	1	0
Clerk	0	0	0	0	0
Classroom Aide/Teacher Assistant	4	0	4	4	0
Maintenance	11	8	3	11	0
Food Service	0	0	0	0	0
Transportation	1	1	0	1	0
Security	18	N/A	N/A	N/A	0
Other (<i>Specify</i>):	1	0	1	1	0
Other (<i>Specify</i>):	0	0	0	0	0
TOTALS	38	13	25	38	0

B. STAFF DEMOGRAPHIC CHARACTERISTICS

In the tables below, provide information about the demographic characteristics of the school's professional and support staffs.

Characteristic: Ethnicity	Percent of Males	Percent of Females	Professional Staff	Support Staff
African-American	77%	44%	30%	100%
Asian/Pacific Islander	8%	12%	17%	%
Caucasian/White	15%	36%	46%	%
Hispanic	%	%	%	%
Native American Indian	%	%	%	%
Other	%	8%	8%	%
TOTAL	100%	100%	100%	100%

Characteristic: Gender	Professional Staff	Support Staff	Total
Male	12.5%	71%	34%
Female	87.5%	29%	66%
TOTAL	100%	100%	100%

Characteristic: Education	Males	Females	Professional Staff	Support Staff
High School Diploma	7	3	0	10
Associate Degree	1	0	0	1
Bachelor's Degree	1	8	8	1
Master's Degree	3	8	8	3
Doctorate	0%	0%	0%	0%
Other (<i>Specify</i>): Teaching or Technical Certificate	2	5	2	5
TOTAL	100%	100%	100%	100%

Characteristic: Professional Staff Years of Education/Teaching Experience	Males	Females	Professional Staff	Support Staff
0-5 Years	1	3	2	2
6-10 Years	1	7	5	3
11-15 Years	0	3	2	1
16-20 Years	2	1	2	1
21-25 Year	1	1	1	1
26-30 Years	0	2	2	0
30+ Years	1	3	4	0
TOTAL	100%	100%	100%	100%

OBSERVATIONS OF THE CANDIDACY VISITOR(S) FOR PARTS I, II, III, AND IV:

The American International School of Monrovia has grown substantially in the past two years with less 90 students a year ago to 124 currently. Much of this additional enrollment has been from diplomatic missions, particularly the US Embassy. This growth has been important in improvement of both the school's financial position and programs. AISM has very strong support from the US Mission with very high interest the MSA accreditation process. The quality of facilities puts the school in very good position to continue to meet the needs of an expanding enrollment base. The most crucial demographic need is to increase enrollment in the secondary grades. Currently the size of Middle School classes are quite small, which limits programs offered and social opportunities for students. The ninth grade started the school with 3 students but dropped to 1 after the Christmas break, due to transfers of families. With 5 students in grade 8, the school is hopeful that grade 9 will be viable next school year and that sufficient enrollment will support extending to grade 10. Currently the accreditation plans seem to be most viable for grades KG1 – Gd 9.

Staffing the school with qualified and high quality teachers is a challenge, as some of the existing faculty have been with the school for several years, but are not currently

meeting the quality aspirations of the administration and Board. Some progress has been made in staffing improvements and further gains are expected during the remainder of this school year, as several contracts are not being renewed and the administration has been fairly successful in recruiting of new overseas hire teachers.

PART V

INDICATORS FOR CANDIDACY

Meeting the Middle States Association's Indicators for Candidacy for Schools is the basic requirement for attaining Candidacy for Accreditation. Each Indicator identifies the level of quality in educational program, services, and operations expected of a Candidate for Accreditation.

In this section, the school provides information and evidence regarding each Indicator for Candidacy. Doing so will provide an indicator whether the school will be able to meet the more extensive and rigorous Standards for Accreditation.

PHILOSOPHY/MISSION

The Standard for Accreditation: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

The Indicator for Candidacy:

- [The school has a vision for its future and an established mission or purpose that does not discriminate against recognized segments of the public and are appropriate for the school's student population.](#)

SCHOOL'S RESPONSE:

- **Describe how the school meets this Indicator:**

As global citizens the school recognizes the rights of all segments of our diplomatic, corporate and international student population. Provided that our school community represents over 20 nationalities, our established mission is inclusive of all shareholders. Further, the philosophy statements explicitly address being “tolerant global citizens” and demonstrating “appreciation of other cultures”, including that of our host country: Liberia.

- **Describe the process by which the school's Philosophy/Mission was developed.**

The mission statement was developed at a minuted Board meeting in 2011, when the student population was 65 students. The meeting had a sub-committee composed of parents, teachers, and Board members who proposed the revised Philosophy/Mission which was approved by the Board of Trustees.

- Provide below or as an appendix to this Application any additional information pertaining to this Indicator the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

Given that over the last months, the school population has doubled in students, teachers and parents, we recognize that the mission is not well known by the community and needs to be revised and updated during the self-study process, where greater stakeholder involvement will lead to a more purposeful mission that represents our present stakeholder's beliefs.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 1A: The school's Philosophy and/or Mission.
(NOTE: This document may go by other names such as vision, values, etc.)

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

The current Mission Statement for AISM was developed with considerable community involvement in the Spring of 2011 and has fairly represented the aspirations of the school for the past 2 years. The development of the school's educational programs and operational protocols has been consistent with the mission over the past two years. As noted by the school, this mission should be review and revised during the accreditation process. In addition the school plans to revise the Core Values of the school. A basic structure for conducting this review has already been established by the administration and Board.

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets the Indicator for Philosophy/Mission.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet the Indicator for Philosophy/Mission for the following reason(s):

GOVERNANCE AND LEADERSHIP

The Standard for Accreditation: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

The Indicators for Candidacy:

1. [The school is legally approved and/or licensed to operate within the civil jurisdiction in which it is located.](#)
2. [The governance is organized to accomplish the mission or purpose of the school system.](#)
3. The school's leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.
4. The governance and leadership ensure the integrity, effectiveness, and reputation of the school.

SCHOOL'S RESPONSE:

- **Describe how the school meets these Indicators:**

The American International School of Monrovia is a registered private institution operating within the framework of the New Education Reform Act of the Republic of Liberia, and is entitled to the rights and privileges according to all schools thereof (Document 2D part 1: Republic of Liberia, Ministry of Education, Sectoral Clearance). The school was created under a bilateral agreement between the Government of Liberia and the United States. (Document 2D part 2: Agreement concerning the creation of the Republic of Liberia and the Government of the United States of America).

The school's governing body is the Board of Trustees and consists of 9 members; 4 appointed members from the US Embassy, 4 elected members from the parent community, and 1 appointed member is an American citizen residing in Liberia who is not a member of the

American School community. (Document 2A: Board Bylaws, sections IV, V, VI, VII, VIII pages 2-4). All officers are elected by the full voting Board of Trustees by a simple majority at the first Board meeting of the school year (Document 2A: Board Bylaws, section XIII: Selection of Board Officers, page 6.) The Board of Trustees holds 8 meetings a year, plus an annual general meeting (AGM) to inform the stakeholders of the state of the school. (Reference: Board Bylaws, Section XVII, Board of Trustee Meetings, Page 8.)

The school is a full school member of the Association of International Schools of Africa (AISA), and the Association for the Advancement of International Education (AAIE), keeping the school in touch with current best practices utilized by International Schools in the region (Reference: Certificate of Membership AISA.) The school is presently small enough to provide ample opportunities for informal communication. The school has monthly Parent drop-in's (first Wednesday of each month) and interaction opportunities at Open House. Multiple email communication, and on line parent interactive grade book, (engradepro.com) the current newsletters "Pony Express" (Document 2F part 1), the school website (www.aismonrovia.com), school brochure (Document 2F part 2), school year book (Document 2F part 3), and text message system all ensure that formal channels of communication also exists.

The Board's functionality is addressed in section 2 of the Board Policy Manual. The Code of Ethics (Appendix 1 page 184 -185), Code of Ethics for Board Trustee Members (Appendix 1A page 186 & 187) and Teacher's Code of Ethics (Appendix 4, page 195 -199), the Board's Mission Statement and Strategy for 2013-2014 School year, Faculty Handbook (Document 2E part 1) and Parent Partnership in Learning Handbook (Document 2E part 2) ensure academic and ethical integrity and fairness, transparency, effectiveness and reputation of the school.

- **Describe the structure of the school's governance:**

Does the school have a governing body?	x	YES		NO
If yes, what is its official title?	Board of Trustees			
If the school does not have a Governing Body, who or what body establishes overall policy for the school?				
What is the school's legal status (e.g. proprietary, nonprofit corporation, etc.)?	Non-Profit International School with 501 C 3 Status.			
Other:				

- Describe characteristics of the members of the school's governing body:

Relationship to the School	Occupation	Role on Governance
U.S. Ambassadors Rep.	Embassy Employee	Board Member
Embassy Representative #2	Embassy Employee	Board Vice Chair or Chair
Embassy Representative #3	Embassy Employee	Board Vice Chair or Chair
Embassy Representative #4	Embassy Employee	Board Treasurer
Non-Affiliated American	Varies	Currently a corporate member.
Parent Rep #1	N/A	Secretary
Parent Rep #2	N/A	Board Member
Parent Rep #3	N/A	Board Member
Parent Rep #4	N/A	Board Member

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 2A: A description of how members of the governing body are selected/appointed/elected
- Document 2B: An organizational chart of the organization.
- Document 2C: A copy of Articles of Incorporation (if appropriate).
- Document 2D: A copy of the school's license to operate as an educational institution (if appropriate)

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

- Document 2E: The school's policies and procedures manual/handbook
- Document 2F: Examples of marketing/public relations materials used by the school

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

The Board established the By Laws for AISM in May of 2007. The By Laws were substantially updated in 2010. The Board Policy Manual was developed in 2012 and adopted by the Board in August 2013. The development of the Policy Manual was a major effort by the Board and Administration with the assistance of a consultant who also provided Board training. The current Policy Manual is very good and defines best practice in terms of the roles of the Board and Administration as well as clearly delineating policies that support virtually all aspects of the school operations. The Board has standing committees for Finance, Policy, Buildings and Grounds, Governance and Development. This level of quality and completeness was a surprise to the MSA Visitor and will stand the school in good stead in terms of Governance and Leadership for years to come.

With only one administrator AISM is fortunate to have had two years of stable leadership and look forward to several more as the Director has a long term commitment to the school with several more years under contract. With clarity of vision of the critical aspects of the school needing improvement and a strong and mutually respectful relationship with the Board, the Director is in a good position to bring about positive development of the school and its programs.

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets the Indicators for Governance and Leadership.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet the Indicators for Governance and Leadership for the following reason(s):

SCHOOL IMPROVEMENT PLANNING

The Standard for Accreditation: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional development, and organizational growth.

The Indicator for Candidacy:

1. [The school has or appears to have the capacity to develop a strategic plan.](#)

SCHOOL'S RESPONSE:

- Describe how the school meets this Indicator:

AISM is capable of developing a strategic plan. While no corporate strategic plan has been written, the AISM mission and philosophy indicate the priority to develop and improve its program and services through 'the power of collaboration'. (Document 3A; 3F) The Board of Trustees Action Plan further substantiates a projected improvement plan, to be prepared by The Planning Team in our Self Study. (Document 3.B) In the Board of Trustees Mission Statement, active participation with the community is emphasized as a viable means to long-term school stability. (Document 3A) To improve student learning, the school community and professional development, teachers have completed three measurable goals for the school year. (Document 3C) Additionally, the school has improved its facilities by completing a Multimedia Center, Science Lab, new student restrooms, and a new lunch room within the last year. The AISM financial plan emphasizes commitment to repay past loans; indicates priority to purchase up to date learning materials, as well as to be able to ensure that all employees are paid regularly.

- Indicate with an X whether the school has the following plans for growth and improvement:

TYPE OF PLAN	YES	NO
Strategic plan		X
Financial plan	X	
Facilities plan		X
Technology plan		X
Staff development plan	X	
Board Action Plan	X	

- Provide below or as an appendix to this Application any additional information pertaining to this Indicator the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

- Document 3A: Board of Trustees Mission Statement
- Document 3B: AISM Board Action Plan 2013-2014
- Document 3C: Copy of 2013-2014 Teacher Goals
- Document 3D: Photo of Multimedia Center
- Document 3E: Photo of Science Lab
- Document 3F: AISM Mission/Philosophy
- Document 3G: 2013-2014 Financial Plan
- Document 3H: Evidence of loan repayment
- Document 3I: US Grant information

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):	
X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets this Indicator for Planning for Growth and Improvement.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet this Indicator for Planning for Growth and improvement for the following reason(s):

The MSA Visitor found several examples of a healthy planning culture at AISM. Both facility and financial plans are in place, although the financial plan is the only one with formal structure. Further formalization of these interrelated plans and a technology plan into an overall operational strategic plan would be a good next step.

The Board has established goals and action plans that guide their work and together with the Director have established a staff development plan. The Board’s action plans serve to guide their efforts and the Director in striving to meet the established goals.

In preparation for establishing student performance goals AISM is beginning MAP testing in February and will conduct further MAP testing sessions in May and next September. The school plans to use these test results to establish student performance goals with baseline data.

Finally, the MSA Visitor found it significant that this application was developed with considerable, staff, Board and parent input as committees were formed to engage in each aspect of the report in a manner consistent with typical practice by schools in development of an accreditation self-study. The Director has also appointed two internal coordinators and provided them with training by a consultant. Both of the internal coordinators met with the MSA Visitor to learn more about their role in the accreditation process. One of their internal coordinators has a reduced teaching load and the other is an experienced teacher who is serving as Administrative Assistant to the Director.

FINANCES

The Standard for Accreditation: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school's operations.

The Indicators for Candidacy:

1. [Financial resources](#) of the school [appear sufficient for current and planned operations](#).
2. [Financial records are available for review](#) by the Commissions on Elementary and Secondary Schools and the Commissions' appointed Visitor.
3. [The majority of resources](#) obtained [for educational purposes on behalf of the school are dedicated to the school's educational operations](#).
4. There is sufficient evidence that the school [has the financial resources to complete the accreditation process](#).

SCHOOL'S RESPONSE:

- **Describe how the school meets these Indicators:**

The new policy manual in section 3, discusses ethics, rules and procedures regarding the schools accounting and financial policies. External, independent audits are required annually, both by Board Policy and the Overseas Private Equity Corporation (OPIC) with which the school has a long term loan. The school's financial position has improved significantly over the past 3 years. Last year's audited financial report which had a clean audit opinion indicated that the school doubled its surplus in the financial year 2013. The school has three bank accounts, two in Liberia and one in the United States that provide a present reserve of six months of operational capital. The financial records are reviewed by the Finance Committee of the Board Trustees headed by the Treasurer on quarterly basis. The Treasurer is appointed by the Ambassador of the American Embassy in Monrovia to oversee the financial operations of the school. The school prepares monthly budgetary control reports which enable the Board of Trustees to make sound educational decisions using the available resources.

For publicly financed schools:

- Provide information regarding the school's current financial resources in the current or most recent fiscal/academic year:

For the academic/fiscal year	20	to	20
REVENUES			
Percentage of income obtained from federal/national resources	%		
Percentage of income obtained from state resources	%		
Percentage of income obtained from local resources	%		
Percentage of income that is obtained from grants	%		
Percentage of income that is obtained from student tuition and fees	%		
Percentage of income that is obtained from donations	%		
Amount of surplus or loss on the operating budget over the last three years	Year 20	+/- \$	
	Year 20	+/- \$	
	Year 20	+/- \$	
Amount of reserve funds	\$		
Amount of school's "debt" (e.g., mortgages, loans, etc.)	%		
EXPENSES			
Percentage of budget spent on instructional personnel/resources	%		
Percentage of budget spent on non-instructional personnel/resources	%		
Percentage of budget spent on capital projects	%		
Per Pupil Expenditure/Cost	\$		
FINANCIAL PERFORMANCE			
Amount of school's "debt" (e.g., mortgages, loans, etc.)	\$		
Amount of surplus or loss on the operating	Surplus		

budget over the last three years	Year 20	\$
	Year 20	\$
	Year 20	\$
	Loss	
	Year 20	\$
	Year 20	\$
	Year 20	\$

For non-publicly financed schools:

- Provide information regarding the school's current financial resources in the most recent academic/fiscal year:

For the academic/fiscal year	20	12	to	20	13
REVENUES					
Percentage of revenues from student tuition and fees	88%				
Percentage of revenues from grants	6%				
Percentage of revenues from annual fund drives/donations	6%				
Amount of reserve funds	\$619,312				
Per Pupil Expenditure/Cost	Overall average is \$12,106				
EXPENSES					
Percentage of budget spent on instructional personnel/resources	59%				
Percentage of budget spent on non-instructional personnel/resources	30%				
Percentage of budget spent on capital projects	11%				
Per Pupil Expenditure/Cost	\$6,302				
FINANCIAL PERFORMANCE					
Amount of school's "debt" (e.g., mortgages, loans, etc.)	\$879,310				
Amount of surplus or loss on the operating budget over the last three years	Surplus				
	Year 2011	n/a			

For the academic/fiscal year	20	12	to	20	13
REVENUES					
	Year 2012		\$255,729		
	Year 2013		\$619,352		
	Loss				
	Year 2011		\$85,750		
	Year 2012		n/a		
	Year 2013		n/a		

- **List the school's insurance coverages:**

Type of Insurance	
ELL	Chubbs, Educators Liability Insurance
Theft	Mutual Benefits Assurance Company
Car	Mutual Benefits Assurance Company
Fire/Special Perils	Mutual Benefits Assurance Company
Health	Clements/Scholars Import Teacher Health Insurance
ACE	Overall School Wide Insurance Protection for International Schools

- **Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.**

In 2011 the American Embassy in Monrovia became a family posting, and as such the school qualified for assistance from the Regional Education Department from Washington DC which has provided the school with grants and support money. Recent examples of projects are: Soft Target Grants totalling \$340,000, as well as a GRASP grant that has been provided annually in the \$60,000 per year range. This year in 2013, Chevron provided a Grant of \$53,000 toward constructing a new Science Lab, while the school PTA and SGS Labs (Corporate South Africa) provided \$20,000 in funding for a new multimedia lab.

The school tuition is presently lower than the average for the region, as is our teacher salaries. In future years, tuition will need to be adjusted as grants from corporate and the United States Government are not always available to support the schools program and growth at this new higher level.

FINANCIAL ATTESTATION:

By signature below, I attest that the financial information provided above is true and complete to the best of my knowledge.

Printed Name of Head of School	Mr. Jeffrey Trudeau
Signature of Head of School	
Date	11 December 2013

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 4A: A copy of the school’s current operating budget
- Document 4B: A copy of a most recent certified external financial audit or review
- Document 4C: Tuition and Fee schedule (if appropriate)

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):	
X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Finances.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for Finances for the following reason(s):

The MSA Visitor found AISM to be well managed in terms of finance. There are no irregularities in the financial audits for the past several years. With increased enrollment in the past 2 years, the school has generated a surplus in the operations budget. The surplus was particularly significant for the 2012 – 13 school year at over a half million dollars. While the school has a debt incurred in order to renovate facilities, a financial plan is in place to retire this debt and simultaneously build a strategic reserve.

With tuition as the prime source of revenue, this careful financial management is commendable, as AISM has a tuition base that is quite low, even in terms of African Schools.

FACILITIES

The Standard for Accreditation: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

The Indicators for Candidacy:

1. The school's grounds, building(s) and equipment currently are in compliance with all health, fire, and safety codes of the civil authorities in which the school is located.
2. The grounds, building(s) and equipment provide the space and amenities required to deliver the educational program effectively as defined by the school's mission.

SCHOOL'S RESPONSE:

- **Describe how the school meets these Indicators:**

The American International School of Monrovia has Sectoral Clearance from the Ministry of Education for the Republic of Liberia to operate as a registered private institution. This includes the Ministry of Education Sectoral Clearance Regulations of the Government of Liberia.

As indicated in the table below, the facilities provide the space and amenities required to deliver the educational program effectively as defined by the school's mission. Each classroom has space (9m x 9m) and light (large window walls facing north and upper overhead windows (facing south) that provide a comfortable space for learning.

Recent improvements have increased the space for upper school and specials' classrooms , lavatories, lunch and art rooms.

- List the buildings owned or leased by the school and their function/purpose:

Name of Building	Location	Function/Purpose
Administration	Front of the School	Administrative wing of school; includes IT Room, Nurses' Office and Recovery Room and Art Room
Reading Resource Room	Front of School	Specialised Reading Instruction
Kinder I, Kinder II Classrooms	Front of School	Kinder I, and Kinder II classrooms and playground
Multi-Media Center	Far right of school campus	Library and computer lab
Science Lab	Next to Multimedia Center	Science Lab Experiments (Homeroom Grade 7 & 8)
Lower School Wing	Opposite the courtyard from Kinder Program	Grades 1,2,3,and 4 plus Grade 5, English Classroom and Teacher Resource Room (split room)
Upper School Wing	Other side of the campus, opposite of the Administrative building	Student Lunch Room, Room 8 (Homeroom Grade 6), Room 9 (Foreign Language), Room 10 (Homeroom Grade 9) and Room 11 (Music)
Gym	Gym	Athletics and all school assemblies
Residential area	North and East Soccer field	Two wings with 10 apartments

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

On October 8, 2007 after five years of peace in Liberia, the American Cooperative School reopened under a new name: The American International School of Liberia. However, it opened its doors in the same location and in the same facility that once hosted over 400 students. At present, we have approximately 125 students enrolled in our Kinder I, Kinder II

through grade 9. Recently, as the economic and political situation in Liberia has turned the corner and business conditions have improved, there has been a direct increase in enrolment due to the fact that companies and the diplomatic community will bring in more expatriate workers and their families. Currently, the student population at American International School of Monrovia is at an all-time high with more students expected each year since the school reopened with current plans for our high school expansion into renovated facilities.

The American International School of Monrovia is a modern air-conditioned facility that, in the future, could once again enrol well over 400 students. Presently, we have ample classroom space for all of our students. In addition to the main buildings, we have a lower school playground separate from the Kinder playground and athletic facilities that include a gym with a basketball court and weight room. Outside, we have a soccer/football/baseball field and a volley ball court.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 5A: Description of any plans for future changes/improvements to the school's facilities (N/A)

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):	
X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Facilities.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for Facilities for the following reason(s):

AISM is indeed fortunate to have taken over the former ACS Monrovia campus. The existing buildings that have been renovated are bright, well lit, and large and provide a

very pleasant learning environment. During the MSA visit, plans were being finalized to renovate a very large existing space into a multi-purpose room for use as a cafeteria and performance space. The playing fields that are currently being used provide age appropriate space for all students.

Several former classrooms have not yet been renovated and provide AISM with the opportunity to add at least 5 more classrooms without having to incur the cost of new construction.

A number of former classrooms have been converted to teacher apartments, so that all overseas hire faculty, including the Director, live on campus. This use of facilities has been key to the financial health of the school.

SCHOOL CLIMATE AND ORGANIZATION

The Standard for Accreditation: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

The Indicators for Candidacy:

1. [The school's organizational structure is appropriate to accomplish the mission of the school.](#)

2. The school's systems and operations provide for the educational interests of its students and its community of stakeholders.
3. The school's staff is qualified and sufficient in number to allow the effective delivery of quality education to the students.

SCHOOL'S RESPONSE:

- **Describe how the school system meets these Indicators:**

The AISM organization structure is adequate and is able to cater for the current school needs.

To-date AISM has a student population of 124 and 18 teachers. The student ratio is 1: 6.6 with 3 assistant teachers in Kinder 1, Kinder 2, and Grade 1 respectively. The school system maintains a conducive enabling environment for its students and stakeholders. The school compound, classrooms and facilities are safe and in good hygienic condition. The classrooms are large and well-ventilated with good lighting. There is a 24/7 security system and CCTV cameras in place. The Director and some teachers reside on the school compound.

Similarly the system emphasizes the relevance of Character Education to ensure a safe and nurturing environment which help students develop personal values and confident attitudes towards learning and the community as a whole.

The school engages and employs qualified, licensed teachers to provide instructional programs that meet the diverse needs of all students. The school also identifies and provides professional development for staff to ensure continued educational improvement.

The school also employs a full time nurse to ensure that student safety and health remains and is our schools top priority.

- **State the ratio of students to teacher:**

Age Group/ Grade Level	No. of Students to One Teacher
6 wks. – 1 yr.	0
Age 1	0
Age 2	0
Age 3	0
Age 4	0

Age 5	0
PreK	13 (with Aide)
K	15 (with Aide)
Grade 1	19 (with Aide)
Grade 2	14
Grade 3	15
Grade 4	13
Grade 5	9
Grade 6	11
Grade 7	3
Grade 8	5
Grade 9	2
Grade 10	To be opened 14
Grade 11	To be opened 15
Grade 12	To be opened 16
Other (<i>Specify</i>):	Specialists 7 + Aides 3
Average for Entire School	1 to 6.6

- **Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.**

Please see appendix F.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- None

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

- Document 6A: Salary schedule for the school's employees
- Document 6B: Description of benefits provided to employees (e.g., medical insurance, retirement, sick leave, etc.)
- Document 6C: Copies of any negotiated contracts with the school's employee groups

- Document 6D: The Faculty/Staff Handbook

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):	
X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for School Climate and Organization.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for School Climate and Organization for the following reason(s):

AISM is well staffed for a school of 124 students. The faculty are qualified, although the administration has been working to improve the quality of the teaching staff over the past two years. Classroom observations by the MSA Visitor indicated that the standard of instruction in all classes is adequate and in a few cases quite good.

The focus of everyone at AISM is providing quality educational experiences for the students. The overall atmosphere of the school is cheerful and friendly with students engaging positively in their learning and co-curricular activities.

Staff evaluation procedures are in place, although some work is needed in aligning the evaluation timelines with the teacher contracts. This is being addressed and will be in place for 2014-15.

HEALTH AND SAFETY

The Standard for Accreditation: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency

procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

The Indicator for Candidacy:

1. Generally, the school system provides a safe and healthy environment for its students and staff.
2. The school system is in compliance with all local, state, and national health and safety requirements.
3. [Adequate provisions are made to account for the students and maintain their health and safety](#) for school-sponsored events away from the school.

SCHOOL'S RESPONSE:

- Describe how the school meets these Indicators:

As a U.S. State Department sponsored school in West Africa, the U.S. Embassy has recently provided the school with over \$330,000 worth of soft target grant money to ensure the safety of all our students. This year:

- 16 CCTV cameras were placed around the school.
- A new remote control entrance, and exit door were put in place, both surrounded by the security house, and both under 24 hour CCTV.
- Double edge razor wire was placed around the school.
- 11 Fire Alarm systems were put in place around the campus.
- New stronger doors were placed in every classroom.
- The school gym was made a "lock down area" with easy escape door access.

Other improvements to the playground, sports field, gym, and the classrooms themselves were also made to ensure the safety of ALL our students. Lastly, teacher duty rosters are put in place so that our teaching professionals are responsible for all recess and lunch duties to ensure the safety of the students in the lunch room and on all the playing fields.

- State the size of the school's staffing for the health and safety:

Number of school personnel to provide health services within the school (FTE)	1
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Number of school personnel to provide security within the school (FTE)	7-8
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- **Indicate health inspections of the school and its facilities:**

Agencies That Conduct Health Inspections	Dates of Most Recent Inspection
US Embassy	September 2013
Liberian Ministry of Education-previously done before receiving license	December 2013

- **Indicate fire inspections of the school's facilities:**

Agencies That Conduct Fire Inspections	Dates of Most Recent Inspection
US Embassy	August 2013

- **Indicate safety inspections of the school facilities:**

Agencies That Conduct Safety Inspections	Dates of Most Recent Inspection
US Embassy	November 16, 2013
	November 23, 2013

- **Indicate any aspect of the school and its buildings/facilities that are not currently in compliance with the health, fire, and [safety](#) laws/codes of [the civil authorities in which the school is located](#).**

Name of Building/Facility	Nature of Non-Compliance
The Old Library/ unused classrooms.	There is an old building that housed five (5) classrooms located in a separate building behind the back of the Lower School Classrooms which are presently unused and not covered by Health and Safety Law authorities.

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

The school has made much improvement in developing and implementing a healthy and safe learning environment for all its students and staff.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 7A: Copies of reports of most recent inspections for health, fire, and safety of the school's facilities
- Document 7B: The school's emergency and evacuation plans.

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Health and Safety.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for Health and Safety for the following reason(s):

The MSA Visitor found no significant health or safety issues at AISM. With recently upgraded alarm and CCTV systems now installed, AISM does need to establish emergency drills that are well documented. Plans are in place to begin drills in the near future.

EDUCATIONAL PROGRAM

The Standard for Accreditation: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school's mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

The Indicators for Candidacy:

1. The educational program consists of a carefully planned and well-executed curriculum.
2. The educational program is designed to both accomplish the mission of the school and to meet the needs of its students.
3. There are sufficient resources to offer a quality program of education and to continue to do so.

SCHOOL'S RESPONSE:

- Describe how the school meets these Indicators:

1. AISM uses Mcrel standards for each grade throughout our academic and elective program. We develop a trimester plan, submit it to the director, and then publish it on the website at www.aismonrovia.com. Individual teachers do planning and recordkeeping for their classes. Assessments are done on projects, homework, books, and written exams. Workshops on MAP, an on-line assessment tool for comparing individual progress and international standards is planned for implementation early next year. Dates are still to be decided. Standards driven reports are implemented on engrade.com. School policies and procedures have been developed and some are currently under revision. They are provided to parents and students upon enrollment. Teacher policies are

provided upon employment.

2. The educational program is tied to the school’s Mission. The Science Fair and projects in grade level classes are examples of collaboration and creativity. Character Education (RESPECT) is integrated into daily activities and is used as the basis for a monthly award. There is an After School Activity Program which offers a variety of activities that include clubs, sports, arts and cultural activities. Engrade will provide parent, teacher, and student involvement in student progress, assessments, and communication. We’ve had donations in resources from the intellectual community such as the science lab and multimedia center. The school provides professional development opportunities to teachers such as payment for Master’s coursework and attendance at professional conferences. The school keeps up with current best practices in both Africa and America through the American Association of International Education and African International Schools Association conferences.
3. Resources have increased over the last year. This year a new science lab opened and a new reading specialist was employed. The multi-media center—library also opened during the last school year. Other resources include: gym, playground, and on-line courses for upper grades. Each teacher has textbooks available, as well as additional classroom supplies, covered by the annual budget. The 2012-2013 audited financial statement indicates that we had profits. In addition, the 2013-2014 projections indicate that we will be able to cover all expenses and there is enough cash flow to pay debts as they fall due.

- **Note the curricular components/subjects taught at each age group/grade level within the school:**

Curricular Component/Subject	Age Group/Grade Level							
		6 wks - 1 yr.		Age 1		Age 2		Age 3
Art		Age 4		Age 5		PK		K
		PK		K	x	1	x	2
	x	Grade1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12

Curricular Component/Subject	Age Group/Grade Level							
		6 wks - 1 yr.		Age 1		Age 2		Age 3
Computer Science/ Applications		Age 4		Age 5		PK		K
		PK		K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Health		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
		PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Mathematics		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
	x	PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Music		6 wks		Age 1		Age 2		Age 3

Curricular Component/Subject	Age Group/Grade Level							
		- 1 yr.						
		Age 4		Age 5		PK		K
	x	PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Physical Education		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
	x	PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Science		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
	x	PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Social Studies		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K

Curricular Component/Subject	Age Group/Grade Level							
			PK		K	x	1	x
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Technology		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
	x	PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
World Languages		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
	x	PK	x	K	x	1	x	2
	x	Grade 1	x	Grade 2	x	Grade 3	x	Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Other (Specify): Library		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5	x	PK	x	K
	x	PK	x	K	x	1	x	2
	x	Grade	x	Grade	x	Grade	x	Grade

Curricular Component/Subject	Age Group/Grade Level							
		1		2		3		4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
	x	Grade 9		Grade 10		Grade 11		Grade 12
Other (Specify): Life Skills Study Skills		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
		PK		K		1		2
		Grade 1		Grade 2		Grade 3		Grade 4
	x	Grade 5	x	Grade 6	x	Grade 7	x	Grade 8
		Grade 9		Grade 10		Grade 11		Grade 12
Other (Specify):		6 wks - 1 yr.		Age 1		Age 2		Age 3
		Age 4		Age 5		PK		K
		PK		K		1		2
		Grade 1		Grade 2		Grade 3		Grade 4
		Grade 5		Grade 6		Grade 7		Grade 8
		Grade 9		Grade 10		Grade 11		Grade 12

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

- Health is not taught as a separate subject.
- K1-Gr. 2 Have science in their classrooms only and do not utilize the science lab on a regular basis.
- K2 has a technology center in the classroom. All other classes use the computer room of the multimedia center regularly.
- World Languages: K1-Gr.9 study English. Either French or Arabic are taken as an additional language from KII - Gr. 9.
- K1 and K2 have a classroom library only. All other classes have a classroom library and use the library in the multimedia center.
- Life skills, Career Development, Speech and Study Skills are offered on a rotating basis to upper school students.
- Trimester Lesson plans can be found at www.aismonrovia.com for each grade. Lesson plans include Standards (www.mcrel.org), Essential Questions, Learning Objectives, Grading Policy, and Resources used. It appears that a Curriculum Committee is needed to assist in the development of a more complete school curriculum.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

None

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

Document 8A: Scope and sequences and written curriculum guides or equivalent documents for each component of the school's educational program.

Document 8B: Written curriculum guides or equivalent documents for each component of the school's educational program.

Teacher Syllabus for courses, and nine week lesson plans need to be attached as these documents.

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Educational Program.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for Educational Program for the following reason(s):

The Educational program at AISM is relatively well developed for a school it its size and short history. Much of the detail of the lesson plans based on the MCREL standards is quite recently developed. As a result the implementation of thorough planning seem to the Visitor to be a work in progress, but definitely heading in the right direction. The Visitor found ample evidence to support the school’s statements in this application.

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

The Standard for Accreditation: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

The Indicators for Candidacy:

1. The school implements a plan for systematically collecting, and analyzing quantifiable and observable evidence of its students' performance on multiple and reliable assessments.
2. The school implements a plan for systematically collecting and reporting to the students and parents/guardians the results of its students' performance on multiple and reliable assessments.
3. The school implements a plan for growing and improving any areas in which its students' performance is below expectations.

SCHOOL'S RESPONSE:

- **Describe how the school meets these Indicators:**

During the 2012 – 2013 School Year the American International School of Monrovia began to use Mastery Based Multi Age Learning Groups. This will be furthered with the introduction of the MAP test in January 2014. This test will allow our students' learning and performance on international standards to be measured and the data gathered will be used to drive the instruction in the classroom.

- Describe the school's program of assessing students' learning:

Age Group/ Grade Level	Primary Assessments Used to Assess Student Learning and Performance
6 wks – 1 Year	n/a
Age 1	n/a
Age 2	n/a
Age 3	n/a
Age 4	<p>The Pre-K teacher uses a variety of resources to assess her students learning and performance. Please see the list below:</p> <p>Reading and Math Jumbo workbook Makinglearningfun.com – Spider letter assessment Confessionsofahomeschooler: 1-30 assessment, alphabet assessment, sounds assessment, shapes assessment, color assessment Mymontessori number workbook Placemouse.com – computer mouse work Big books of letters – Patricia Barbee Montessori Printshop – Pink set pre-reading flashcards Slapsj=h into PreK Math Manipulatives More than counting</p>
Age 5	Teacher made assessments based on the McRel Standards being taught. Individual student portfolios.
K	Teacher made assessments based on the McRel Standards being taught.
Elementary Grades	Teachers in the Elementary grades conduct formal and informal assessments. Most formal assessments are comprised of teacher made assessments based on the McRel Standards being taught. Teachers also use a variety of benchmark assessments from Harcourt and Go Math. Several websites are used to formulate assessments. They include resources from Henry Country Schools, Georgia, teacervision.com, math-drill.com and reading A-Z.com. In 1 st Grade

Age Group/ Grade Level	Primary Assessments Used to Assess Student Learning and Performance
6 wks – 1 Year	n/a
Age 1	n/a
Age 2	n/a
Age 3	n/a
Age 4	<p>The Pre-K teacher uses a variety of resources to assess her students learning and performance. Please see the list below:</p> <p>Reading and Math Jumbo workbook Makinglearningfun.com – Spider letter assessment Confessionsofahomeschooler: 1-30 assessment, alphabet assessment, sounds assessment, shapes assessment, color assessment Mymontessori number workbook Placemouse.com – computer mouse work Big books of letters – Patricia Barbee Montessori Printshop – Pink set pre-reading flashcards Slapsj=h into PreK Math Manipulatives More than counting</p>
Age 5	Teacher made assessments based on the McRel Standards being taught. Individual student portfolios.
K	Teacher made assessments based on the McRel Standards being taught.
	Running Reading Records are being used.
Middle Grades	Teacher made assessments based on the McRel Standards being taught.

Age Group/ Grade Level	Primary Assessments Used to Assess Student Learning and Performance
6 wks – 1 Year	n/a
Age 1	n/a
Age 2	n/a
Age 3	n/a
Age 4	<p>The Pre-K teacher uses a variety of resources to assess her students learning and performance. Please see the list below:</p> <p>Reading and Math Jumbo workbook Makinglearningfun.com – Spider letter assessment Confessionsofahomeschooler: 1-30 assessment, alphabet assessment, sounds assessment, shapes assessment, color assessment Mymontessori number workbook Placemouse.com – computer mouse work Big books of letters – Patricia Barbee Montessori Printshop – Pink set pre-reading flashcards Slapsj=h into PreK Math Manipulatives More than counting</p>
Age 5	Teacher made assessments based on the McRel Standards being taught. Individual student portfolios.
K	Teacher made assessments based on the McRel Standards being taught.
High/Upper Grades	Teacher made assessment based on the McRel Standards being taught.

FOR PUBLIC SCHOOLS ONLY

- Describe the level of students' performance in the most recent administration on state assessments administered as requirements for NCLB *Add additional rows if needed*):

Age Group/ Grade Level	Area Assessed	Made AYP		Made Safe Harbor
		Yes	No	Yes

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the system should be granted Candidacy for Accreditation.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

None

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

- Document 9A: The school's assessment plan (if available)
- Document 9B: Evidence of students' performance on external examinations/ standardized assessments (e.g., SAT, Advanced Placement, International Baccalaureate, NOCTI, other trade or professional licensing examinations or certification examinations, etc.)

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets this Indicator.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet this Indicator for the following reason(s):

Assessment of student learning is an area in which AISM plans to improve. As MCREL standards have only recently been in place, teacher formative and summative assessments are a work in progress, although this seemed to the Visitor to be going reasonably well. The introduction of MAP testing will be an important step.

Putting MAP testing in place not been easy for AISM as several logistical hurdles had to be overcome. Until 2013, Monrovia did not have fiber optic cable in place to support high speed internet access. The school did not have adequate computers until the PTA donated 16 Chrome books last school year. Finally the administration found that NWEA did not support the Google operation system used by Chrome books. This final hurdle was overcome last fall as NWEA made a web based version of the MAPO tests available.

STUDENT SERVICES

The Standard for Accreditation: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

The Indicator for Candidacy:

1. The school provides its students and their parents/guardians with systematic and appropriate [services](#) that facilitate students' success in the school's educational program.

SCHOOL'S RESPONSE:

- Describe how the school meets this Indicator:

Although at the present time our school does not provide guidance, counseling, food, transportation, and special needs services, AISM offers a variety of after school activities (document attached) that are age and developmentally appropriate and that contribute to the students' success in the school's educational program.

Twenty professional teachers offer more than 30 after school activities. The attendance rate is 72% distributed evenly between different age groups.

As for the cafeteria, the board of trustees just approved the setting up of a cafeteria with the possibility of offering food services in the future. The students currently bring their own lunches and snacks from home. Refrigerators and microwaves are available in the lunchroom for students use.

We also have a certified counselor within the teaching community, therefore counseling services are implemented as needed.

- Indicate the student services provided by the school:

Age Group/Grade Level	Service	Yes	No
Age Groups 6wks-1 year, 2, 3, 4, 5, and K	Guidance and counseling		X
	Health services	X	
	Food services		X
	Transportation services:		X
	Special needs services		X
	Admissions/placement	X	
	Other (Describe):	X	
	Other (Describe):		
Other (Describe):			

Grade Level	Service	Yes	No
Elementary	Guidance and counseling		X
	Health services	X	
	Food services		X
	Transportation services:		X
	Special needs services		X
	Admissions/placement	X	
	Other (Describe): After School Activities	X	
	Other (Describe):		
Other (Describe):			

Grade Level	Service	Yes	No
Middle School/Junior High School	Guidance and counseling		X
	Health services	X	
	Food services		X
	Transportation services:		X
	Special needs services		X
	Admissions/placement	X	
	Other (Describe): After School Activities	X	
	Other (Describe):		
Other (Describe):			

Grade Level	Service	Yes	No
High School/Upper School	Guidance and counseling		X
	Health services	X	
	Food services		X
	Transportation services:		X
	Special needs services		X
	Admissions/placement	X	
	Other (Describe): After school activities	X	
	Other (Describe):		
	Other (Describe):		

- **State the size of the school's staffing for student services:**

Number of guidance counselors (FTE)	-
Number of medically trained staff (FTE)	1
Number of food services staff (FTE)	-
Number of transportation services staff (FTE)	-
Number of staff serving students with special needs (FTE)	-
• professional staff (FTE)	-
• support staff (FTE)	-
Number of admissions/placement staff (FTE)	1
Number of other services staff (FTE). Areas listed below:	
Other (<i>Specify</i>): After school activities	20
Other (Other (<i>Specify</i>): <i>Specify</i>):	-
Other (Other (<i>Specify</i>): <i>Specify</i>):	-

- **Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.**

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

None

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

- Document 10A: The school's student services plan (if available)

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets this Indicator for Student Services.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet this Indicator for Student Services for the following reason(s):

Student services in terms of special needs and counseling is limited at AISM. The school does have a Reading Specialist at the Elementary School level. There is also provision for some students with learning disabilities on a fee basis. There are currently 2 US Embassy students receiving resource support. One of the modern language teachers is certified and experienced in Special Education and provides these services. The Embassy provides the funding for a stipend for this additional teacher responsibility. Similarly, the school does have a qualified counselor on staff, who can provide counseling services as needed, although this must be worked around her teaching schedule.

While there is currently no food service provided with students bringing their lunches, there is currently an approved plan to develop a larger cafeteria and once that is completed, the school will consider providing the kitchen facilities needed for a school lunch program.

Note: The Student Life and Student Standard for Accreditation applies to and should be completed only for the Pre-K, kindergarten, elementary, middle, and high school levels of the school.

STUDENT LIFE AND STUDENT ACTIVITIES

The Standard for Accreditation: The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. A balance of academic, social, co- or extra-curricular, and service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

The Indicators for Candidacy:

1. [Students are appropriately provided with opportunities for activities that supplement the educational program and support the school's mission.](#)
2. [A healthy atmosphere exists within the school.](#)

SCHOOL'S RESPONSE:

- **Describe how the school meets this Indicator:**

AIMS currently provides a healthy atmosphere for its students by holding after school activities five days a week from 3:30p.m. to 4:30p.m., as well as during the various PTA events that take place during and after school hours. (Please see Appendix on After School Activities, as well as PTA Calendar of events.)

The after school activities take place every day of the academic week with students signing up for their chosen activities each quarter, as the list of activities changes quarterly. The after school activities are more directed towards elementary and middle school students because the high school currently has three students. There

is currently no after school program specifically designed for the high school scholars. Depending on the after school program, there are requirements that need to be met by the students, such as what grade they are in and the capacity of students that can be handled in each activity. There is no discrimination against males, females, religion, race, ethnicity, etc. during the after school activities. There are a couple of activities that require the student to bring a small fee for materials.

The PTA organizes and conducts various events throughout the school year. These events are open to all students and their families, and in some cases the events are open to the public.

▪ **State the school's programs for student life and student activities:**

Student Activity	Available to Male Students?		Available to Female Students?	
	Yes	No	Yes	No
Elementary Grades				
Story Scrapbook	Yes		Yes	
Chinese Language	Yes		Yes	
Soccer	Yes		Yes	
Bead Workings	Yes		Yes	
Classic Home Crafts	Yes		Yes	
Karate	Yes		Yes	
Cooking	Yes		Yes	
Computer Exploration	Yes		Yes	
Wood and Paper Arts and Crafts	Yes		Yes	
Kickball	Yes		Yes	
Ping Pong	Yes		Yes	
Science Club	Yes		Yes	
French Language Club	Yes		Yes	
Music and Movement	Yes		Yes	
Quilled Paper Craft	Yes		Yes	
Golf	Yes		Yes	
Middle School/Junior High School Grades				

Student Activity	Available to Male Students?		Available to Female Students?	
	Yes	No	Yes	No
Story Scrapbook	Yes		Yes	
Chinese Language	Yes		Yes	
Bead Workings	Yes		Yes	
Classic Home Crafts	Yes		Yes	
Cooking	Yes		Yes	
Wood and Paper Arts and Crafts	Yes		Yes	
Soccer	Yes		Yes	
Ping Pong	Yes		Yes	
Karate	Yes		Yes	
Quilled Paper Craft	Yes		Yes	
Math Club	Yes		Yes	
High School/Upper School Grades				
Story Scrapbook	Yes		Yes	
Chinese Language	Yes		Yes	
Bead Workings	Yes		Yes	
Classic Home Crafts	Yes		Yes	
Cooking	Yes		Yes	
Wood and Paper Arts and Crafts	Yes		Yes	
Soccer	Yes		Yes	
Ping Pong	Yes		Yes	
Karate	Yes		Yes	
Quilled Paper Craft	Yes		Yes	
Math Club	Yes		Yes	

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 11A: The Student Handbook
- Document 11B: The Code of Conduct, or equivalent document (included in the Student

Please have the following available for the Candidacy Visitor to examine during the Evaluation Visit:

None

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):	
X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Student Life and Student Activities.
	Based on the evidence and supporting documentation, it is my judgment that the school does not meet these Indicators for Student Life and Student Activities for the following reason(s):

AISM provides a robust after school activities program for its students. The level of participation in this diverse set of activities is very high. Since there are not many other opportunities for students to engage in this type of activity in Monrovia, this is seen as a very important program by parents, teachers and students, and contributes to the happy and positive atmosphere of the school overall.

Note: The Information Resources and Technology Standard for Accreditation applies to and should be completed only for the Pre-K, kindergarten, elementary, middle, and high school levels of the school.

INFORMATION RESOURCES AND TECHNOLOGY

The Standard for Accreditation: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

The Indicator for Candidacy:

1. [The school has the capacity to provide appropriate learning media services and technology resources to support the educational offerings of the school.](#)

SCHOOL'S RESPONSE:

- Describe how the school meets this Indicator:

The Multimedia center has 16 Chromebooks that have Wifi capability. There is on - campus support for their maintenance. Students attend weekly lessons that are web based, determined by students’ needs, abilities, and are cross curricular in content.

- Indicate the size of the school's staffing for information resources and technology:

INFORMATION RESOURCES/TECHNOLOGY STAFF	
Number of professional information resources staff (FTE)	1
Number of information resources support staff (FTE)	1
Number of professional technology staff (FTE)	0.5
Number of technology support staff (FTE)	1

- Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.

It is important to note, due to our location, there is a full-time on-campus Information Technology specialist whose sole responsibility is the maintenance of the computers and integrity of the internet.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

None

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

- Document 12A: The school's technology plan (if available)
- Document 12B: The information skills curriculum (if available)

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Information Resources and Technology.
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for Information Resources and Technology for the following reason(s):

With the addition of 16 Chromebooks this year and high speed internet access last school year, AISM has made major strides in meeting the Information & Technology Standard. The internet band width at the school is quite good and should support

student learning as well as teacher professional needs in the future. Having a full time technology specialist on staff helps to keep the IT system stable.

The AISM Library has a good selection of age appropriate materials, but is in need to expansion in terms of number of volumes to accommodate the increasing school enrollment.

Note: The Student, Family, and Community Activities Standard for Accreditation applies to and should be completed only by the early age education program within the school.

STUDENT, FAMILY, AND COMMUNITY ACTIVITIES

The Standard for Accreditation: The school provides access to non-discriminatory activities that are appropriate for students, families, and community stakeholders to be positively engaged in the school. For students, a balance of academic, social, co- or extra-curricular and service activities is maintained. Student activities are selected to foster intellectual, leadership, cultural, and social growth as well as physical health and wellness. Family and community activities are designed for each to be knowledgeable about and positively connected to the school. Family and community activities are social and/or educational. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's mission/philosophy.

The Indicators for Candidacy:

1. Students are appropriately provided with opportunities for activities that supplement the educational program and support the school's mission.
2. A healthy atmosphere exists within the school.

SCHOOL'S RESPONSE:

- **Describe how the school meets this Indicator:**

The Early Childhood Program provides opportunities for ample activities for age appropriateness in a healthy atmosphere, to improve student's cognitive, language, motor and their own talent. In addition academic subjects, students are offered Physical Education, Arts, and Early Literacy 3 times a week. Music is offered 4 times a week.

The ECE Program has a bundle of activities during and after school hours; this also

includes activities provided for by an active Parent Teacher Association (PTA).

- **State the school's programs for student, family, and community engagement:**

Student, Family, Community Engagement Activities	Frequency		Is there a fee for participation?	
	More than 1/year	1/year or less	Yes	No
Soccer	X			X
Karate	X			X
Music and Movement	X			X
Cooking	X			X
Kickball	X			X
Second Language (Arabic)	X			X
Family Nights	X		X	
Halloween Program		X		X
Holiday Program		X		X
Spring Festival		X	X	
Field Trips	X		X	
Talent Show		X		X

- **Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.**

The school, parents and community are always willing and ready to do and organize more activities. These activities may dependent on the country's political situation and the weather. The purpose is always to help students to improve their learning skills, to express themselves and to make learning fun and enjoyable.

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

- Document 11A: The Family/Student Handbook
- Document 11B: The Code of Conduct, or equivalent document

Please have the following available for the Candidacy Visitor to examine during the Evaluation Visit:

None

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):	
X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Student, Family, and Community Engagement.
	Based on the evidence and supporting documentation, it is my judgment that the school does not meet these Indicators for Student, Family, and Community Engagement for the following reasons:

Since AISM’s earliest grade level is a KG1 program for 4 year olds, the Visitor was unsure if this section of the report was required, but there are certainly no issues with this standard in any case. The KG 1 program is quite good and well-staffed with an overseas hire teacher and an assistant. The students have a wide range of age appropriate activities both during the school day and in the after school program.

Note: The Learning Environment and Resources Standard for Accreditation applies to and should be completed only by the early age education program within the school.

LEARNING ENVIRONMENT AND RESOURCES

The Standard for Accreditation: Learning resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate learning resources is provided for students and staff. Learning resources are provided in an effective learning environment which supports the education goals for students and effective teaching for faculty.

The Indicator for Candidacy:

1. The early age education school provides access to materials and experiences in a manner that supports each child's development in all domains in an environment that supports sensorimotor experiences, children's growing independence, and a variety of options for groupings throughout the day

SCHOOL'S RESPONSE:

- **Describe how the school meets this Indicator:**

We at AISM are fortunate to have access to many learning domains throughout the school day, which begin in the classroom and expand throughout our school campus, providing a variety of groupings throughout the day.

- The Science lab – This area of the school has provided an effective learning environment for concepts such as magnification using the lab's microscopes and magnifying glasses. Sensorimotor experiences can be accomplished with manipulatives throughout the classroom.
- Music room- This area of the learning environment is held in a spacious room full of musical manipulatives such as: shakers, keyboards, drums, colored banners, and music flashcards. The children are encouraged to use their whole bodies to learn musical patterns as well as improve

muscle tone and equilibrium. The music teacher is certified in Kinder music, which provides a greater level of credibility.

- Art room- The senses are satisfied in Art class. The children are encouraged to explore different art forms to create projects. Mediums used are: chalk, crayons, paint, clay, collage, and their own body. The quantity of such materials allows each child to explore all medium. Each activity encourages sensorimotor acquisition.
- Gym- A variety of learning resources can be found through practical manipulatives such as: basketball hoops, indoor basketball court, outdoor soccer field, miniature soccer goals, scooters, and hula hoops.
- Library- The library is set-up with a rug in the corner placed to foster group reading times as well as discussions. It is a valuable resource for students who are interested in a particular subject and to supplement materials for class themes.
- Computer lab- In a technologically driven world, computer class provides hands on experience to devices that will propel individual student's success. Currently we are using playmouse.com to teach the basics of computer mouse skills. The computer lab is equipped with a computer for each student as well as earphones to provide privacy for the different levels of skills assessed in the classroom.

- **Indicate the requirements for room arrangement and content for each age group.**

Learning environment and resources are best utilized with an understanding and an implementation in didactic education. It is the chief aim to first give concrete experiences of concepts taught in the class so that abstract concepts can then be grasped. For instance we will first give the child a wooden cube. The child can place his hands around the cube and learn what it feels like. Later on he will be able to remember his infantile experience as he learns the mathematical equation of the cube. Within the classroom there can be found stations that work independent of the teacher with the materials providing a variety of experiences for the child.

Areas of the classroom:

Kinder 1

Cubby-The child is provided their own area to keep their things in place. Included are: food items, change of clothes, homework folder, and recess items. The supplies are managed by the child to further their growing independence. It also provides a space that is their own.

Circular tables- Tables are scattered throughout the classroom to support the varied needs of the students. The shape provides a way for each table to form their own support network.

Science station – This area is always filled with manipulatives, which pertain to the science lessons. It is placed in the center of the classroom as a constant reminder of the theme. This station is frequently changed and replaced.

Language – Language cannot be confined to an area of the environment as it forms the fibers of human identity. Quality of education is demonstrated through drawing attention to: sounds in the environment, symbols around us that constitute writing/reading, and classification of vocabulary. Many resources are provided such as: the teacher’s language as an example and sand paper letters for tracing and recognition of sounds/symbols.

Math- Math is supported through: sandpaper letters, counting rods, snap cubes, bead counting, number to object matching cards, and through number command cards.

Sensorial-

- 3-dimensional shapes- The child is able to wrap their hands around these shapes, which will reinforce concepts later on when they are asked to wrap their minds around them.
- Color tablets- The child is able to match these tablets to colors in their environment as well as learn the names of colors.
- Texture tray- A featured texture will be on the shelf for the child to explore.

Fine motor – This area of the classroom prepares the child’s hands and eyes for reading and writing. Activities include: scissor work, spoon work, clothespins, tracing, and sewing.

K2-

Math center- Manipulatives are provided which include: snap cubes, bead counting, flashcards, and frog on a log counting cards.

Block center- Both wooden and plastic blocks are provided for the child to explore shape and dimension.

Literacy center- Kinder 2 is fortunate to have a literacy center in both the homeroom as well as the reading specialist’s room. Activities include: movable books, independent reading time, movable alphabet for spelling work, and group reading books.

Dramatic play center- Through dress-up the child is able to solve real-world issues in an age-appropriate manner. Themes are provided based upon the costumes that are provided the student.

Library center – This area of the classroom is where book-handling skills are acquired. The children have the opportunity to select reading material throughout the day.

Computer area- Independent learning occurs through computer games that target skills of

kindergarten. This allows for multiple levels to be served through the same device. iPad's are also used within the classroom to provide another outlet for technology use.

- **Provide below or as an appendix to this Application any additional information pertaining to these Indicators the school believes will help the Commissions decide if the school should be granted Candidacy for Accreditation.**

SUPPORTING DOCUMENTATION: *Attach electronic versions of the following documents to this Application. Use existing documents whenever possible.*

None

Please have the following available for the Candidacy Visitor to examine during the Candidacy Visit:

None

OBSERVATIONS AND FINDINGS OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets these Indicators for Learning Environment and Resources
	Based on the evidence and supporting documentation, it is my/our judgment that the school does not meet these Indicators for Information Resources and Technology for the following reason(s):

Since AISM's earliest grade level is a KG1 program for 4 year olds, the Visitor was unsure if this section of the report was required, but there are certainly no issues with this standard in any case. The KG 1 program is quite good and well-staffed with and overseas hire teacher and an assistant.

CONCLUDING OBSERVATIONS AND RECOMMENDATION OF THE CANDIDACY VISITOR(S)

SUMMARY OF OBSERVATIONS AND FINDINGS:

The American International School of Monrovia has been very successful in the past two years as it grew from just over 60 students to 124. The administration and Board have collaborated very well and have put the school in excellent position to be successful in undertaking the MSA accreditation process. In fact, many of the organizational structures necessary for the self-study were put into place during the application process. With MSA approval the Visitor supports the desire of the Director and Board to proceed with the accreditation process as soon as possible. The entire AISM community is deeply committed to taking part in a successful accreditation process and with the energy and positive momentum that exists at AISM, the process could be concluded during the remainder of this school year and the 2014-15 school year.

RECOMMENDATION OF THE CANDIDACY VISITOR(S):

X	Based on the evidence and supporting documentation, it is my/our judgment that the school meets the Indicators for Candidacy to a satisfactory degree and should be offered Candidacy for Accreditation.
Suggested Evaluation Schedule:	
Self-Study Year	2013-14 & 2014-15
Team Visit Year	2014-15

Based on the evidence and supporting documentation, it is my/our judgment

	that the decision to offer the school Candidacy for Accreditation should be deferred at this time for the following reason(s):
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	Based on the evidence and supporting documentation, it is my/our judgment that the school's Application for Candidacy should be denied for the following reason(s):
--	---

Dr. George Robinson

Name of the Candidacy Visitor

Signature of the Candidacy Visitor

Date

Name of the Candidacy Visitor

Signature of the Candidacy Visitor

Date