

INSTRUCTIONAL PROGRAM

TABLE OF CONTENTS

4.10	Instructional Goals	4-1
4.20	Cross-Cultural Learning Opportunities	4-1
4.30	Grade Levels	4-1
4.40	Class Size	4-1
4.50	Curriculum Development	4-1
4.51	Major Curriculum Changes	4-2
4.60	Evaluation of the Instructional Program	4-2
4.70	Special Instructional Programs	4-2
4.71	English as an Addition Language	4-2
4.72	Substance Abuse, Family Life and Sex Education	4-2
4.73	Teaching about Issues of Special Interest	4-2
4.74	Services for Exceptional Children	4-3
4.80	Extra-Curricular and Athletic Programs	4-3
4.90	Instructional Resources	4-3
4.91	Instructional Materials Selection and Adoption	4-3
4.92	School Library Materials Selection and Adoption	4-3
4.93	School Library Use	4-3
4.94	Procedures for Reviewing Library Materials	4-4
4.100	Field Trips and Excursions	4-4
4.110	Academic Achievement	4-4
4.111	Report Cards and Conferences	4-4
4.112	Standardized Tests	4-4

4.00 INSTRUCTIONAL PROGRAM

4.10 INSTRUCTIONAL GOALS

The Board, Administration and Faculty will provide the highest quality education, which will encourage and assist every Student to:

1. Achieve their highest academic potential while developing an enthusiasm for learning;
2. Develop the ability to think critically and communicate clearly in the fundamental disciplines of mathematics, the sciences, humanities, social sciences, and the arts;
3. Develop effective learning techniques, self-motivation, self-direction, and self-discipline;
4. Understand and respect people belonging to different societies and nations;
5. Develop good health habits and to maintain physical, mental, and emotional well being;
6. Learn the habits and attitudes of responsible world citizenship;
7. Encourage the development of their own creativity, talents, and goals to experience success and self worth; and
8. Prepare for a world of rapid change and unforeseeable demands that are answered by continuing education.

4.20 CROSS-CULTURAL LEARNING OPPORTUNITIES

The Board recognizes the exceptional opportunities for learning and growth that young people gain from living in an international setting. Every effort will be made to take advantage of these opportunities, academically, socially, and culturally with particular attention to our host country, Hungary.

4.30 GRADE LEVELS

The American International School of Budapest is a private, co-educational, not-for-profit, day school. The medium of instruction is English. It serves qualifying international and Hungarian Students in grades pre-kindergarten through twelve and culminates in an International Baccalaureate Diploma and/or American High School Diploma.

4.40 CLASS SIZE

Generally, class sizes will not exceed sixteen (16) Students in pre-kindergarten and grade one, eighteen (18) Students in kindergarten and grades two through eight, and twenty (20) Students in grades nine through twelve. Exception may be made to this depending on the composition of the class or high school course with the approval of the Director.

4.50 CURRICULUM DEVELOPMENT

The Director will be responsible for the coordination of curriculum development with the Principals, other Faculty members, and others as appropriate.

4.51 MAJOR CURRICULUM CHANGES

Major additions to or deletions to the curriculum, such as adding a curriculum area or grade level, is subject to the Board's approval.

4.60 EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board expects the Faculty to evaluate the education program regularly by reviewing each subject area periodically. Such evaluation may be expected to lead to recommendations for modifications of practice or changes in content in existing courses or the development of new courses.

Curriculum development is the responsibility of the Faculty but the leadership and coordination of the developmental process is the special task of the Director. The Director is also responsible for the making of periodic reports to the Board on the development and evaluation of the curriculum.

(Amended November 13, 2001)

4.70 SPECIAL INSTRUCTIONAL PROGRAMS

4.71 ENGLISH AS AN ADDITIONAL LANGUAGE

Students who are not native speakers of English will be enrolled in special English classes during the regular School Day until the School determines that their ability in English allows them to be successful in everyday classroom situations.

4.72 SUBSTANCE ABUSE, FAMILY LIFE AND SEX EDUCATION

Special instruction will be incorporated into the curriculum relating to substance abuse of alcohol, drugs, and tobacco and family life / sex education including AIDS and other communicable diseases. Materials will reflect the needs and abilities appropriate for the grade level.

4.73 TEACHING ABOUT ISSUES OF SPECIAL INTEREST

The Board encourages the consideration within the instructional program of any issue of special interest as it arises in the normal pursuit of the School's curriculum or particularly as it may arise in contemporary affairs which have political, economic or social significance and concerning which the Student at his / her level, should have an opinion.

For such studies, we recognize the right of the Students to:

1. Have access to all relevant information;
2. Study under competent Teachers in an atmosphere of freedom from bias and prejudice;
3. Form and express his own opinion on issues of special interest without thereby jeopardizing his / her relationship with his / her Teacher or with the School.

4.74 SERVICES FOR EXCEPTIONAL CHILDREN

The School does not provide special education services for Students who are learning disabled, or mentally or physically challenged.

4.80 EXTRA-CURRICULAR AND ATHLETIC PROGRAMS

The School will offer extra-curricular activities for Students. The scope and variety of these activities will vary from year to year. Continuity will be encouraged in the major areas of extra-curricular activities (e.g. Student publications, drama, sports, music and service).

4.90 INSTRUCTIONAL RESOURCES

4.91 INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks will rest with each Principal and the various curriculum committees. Teachers who will use the texts will be included as committee members.

Although many points must be examined, the Board directs the Faculty to consider the following:

1. The needs of all learners, including slow learners and the exceptionally able, must be provided for.
2. Insofar as possible, materials depicting a variety of cultural, social, and political conditions should be selected, and the depiction of stereotypes avoided.
3. Attention should be given to sex roles depicted in the materials, and stereotypes will be avoided whenever possible.
4. The textbooks chosen should lead the Student and Teacher beyond the books themselves into a wide variety of other materials and educational experiences. Instructional materials should not be confined to those of a particular publisher.
5. If the textbook deals with sensitive problems and issues, it should present and encourage examination of more than one point of view.
6. Because textbooks are selected for five years' use, special attention shall also be given to their physical characteristics, durability, format, and price.

4.92 SCHOOL LIBRARY MATERIALS SELECTION AND ADOPTION

Responsibility for selection and adoption of library materials (print and audio visual media) will rest with the librarian in consultation with the Faculty.

4.93 SCHOOL LIBRARY USE

The use of the School's library will be restricted to the School Personnel, Students and Parents. The Director may authorize persons not in those categories to use the library at his discretion.

4.94 PROCEDURES FOR REVIEWING LIBRARY MATERIALS

The Board has approved procedures for reviewing library materials. The procedures and the request form are in the appendix at the back of this Policy Book.

4.100 FIELD TRIPS AND EXCURSIONS

A field trip is defined as an educational activity that meets the following criteria:

1. Involves a specific class or classes;
2. Intended for all Students in the class(es);
3. Takes the class(es) away from the classroom;
4. Has identifiable educational objectives;
5. Includes preparation of Students for the activity and evaluation of the trip.

Such trips are encouraged as long as they do not seriously interfere with the educational routine.

On all School-sponsored trips involving Students, provision will be made for proper supervision by employees of the School. Parents are permitted to assist in such supervision. The School is ultimately responsible to assure that Parents are informed in writing a reasonable time before their children participate in a School-sponsored field trip.

4.110 ACADEMIC ACHIEVEMENT

4.111 REPORT CARDS AND CONFERENCES

The Board expects that the progress of Students be communicated to Parents on a regular basis by report cards and by Parent-Teacher conferences.

The Board believes that Students respond more positively to the opportunity for success than to the threat of failure. The School will seek, therefore, to make achievement both recognizable and possible for Students.

4.112 STANDARDIZED TESTS

Standardized tests will be administered to Students in grades four through eight on a biennial basis. Test results will be communicated individually to Parents and will be used as a tool for the evaluation of the progress of an individual Student.