



**SCHOOL PRIOR INFORMATION AND REFLECTIONS
&
REPORT ON THE PRELIMINARY VISIT
FOR
THE AMERICAN UNITED SCHOOL
KUWAIT**

Visit Dates: 21 March to 24 March 2016

Preliminary Visitors:

**The Council of International Schools
George Hobson, School Support and Evaluation Officer**

**Middle States Association of Colleges and Schools
Commissions on Elementary and Secondary Schools
Marsha L. Aaronson, Retired International School Administrator and Head**

This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports that will arise from the future Self-Study Process and the full Team Visit.

The overall aim of the present report is to support and guide the school during the early stages of the accreditation process

SCHOOL PRIOR INFORMATION AND REFLECTIONS

The Head of a school wishing to host a Preliminary Visit with a view to entering the Accreditation Process for the first time, or due to host a Preparatory Visit in order to begin the Continued Accreditation Process, is requested to respond to Part One of this template as follows:

- Component A: Provide the information requested in the Introduction.
- Component B: Provide the following three short statements:
 1. The Head of School should provide a thoughtful, reflective statement on where the school has been, where it is now, and where it should be. This statement should provide insight into the school's history of school improvement, weaknesses, strengths, and future challenges.
 2. The Governing Body (or Ownership) should provide a reflective statement on the challenges facing the school from the Governors'/Owners' point of view.
 3. A small, manageable committee of teachers, administrators, parents, students, and others should be assembled to create responses to the following questions:
 - What are the main challenges facing: the school? the faculty? the parents? the students?
 - What changes/additions have been made over the last two years and what additional changes/additions/improvements are planned?
- Attach electronic copies of the following documents:
 1. The school's Guiding Statements (mission, vision, objectives, etc.)

Mission and
Vision.docx

2. The financial template required in the Self-Study (sent with this form)

Financial- self study Long Term Financial
-CIS Mar 16.xls Projections.xlsx

3. Strategic Plan or equivalent (including financial aspects)

Draft Strategic
Plan.docx

4. Current budget

Budget-Current
year.xlsx

5. By-laws

We included here the School Advisory Board Bylaws and the Organizational structure of the Governing Body & AUS

ADVISORY BOARD
BYLAWS Final.docx



AUS
Board.Governance (

6. Faculty/parent/and student handbooks



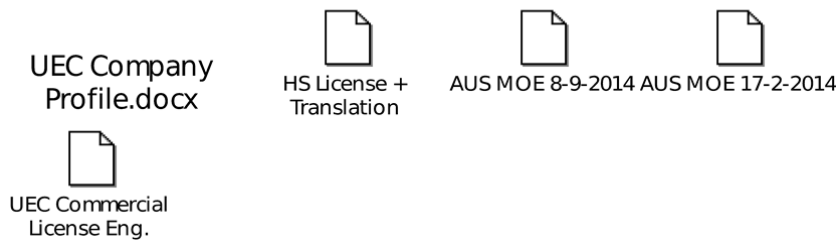
7. Curriculum guides

These are some samples as we have multiple guides for every grade level.

1st Grade ELA Curriculum Map, AUS 2015-2016 1st Grade ELA Scope and Sequence, AUS 2015-2016 1st Grade ELA year at a glance

8. The Board of Trustees policy handbook

United Education Company (UEC) referred to for this document as the governing body



9. List of faculty including their qualifications and their length of service at the school

CIS-Full Faculty
Final.xlsx

- Component C: Comment on each of the Standards of Accreditation.

NB: Parts Two and Three are for the use of the Preliminary Visitors only.

PART ONE

COMPONENT A: INTRODUCTION

School name:

American United School

School foundation date:

September, 2013

School's official status:

Operating Licensed by Ministry of Kuwait for ES, MS & HS.

Facts on school governance and management:

American United School of Kuwait is governed by the Director, owners, advisory board and administration. This relationship is paramount in building and sustaining viable programs.

Students: total number of students; number of nationalities; statistically most important nationalities:

Current student No.	532 students
Number of the nationalities	35 nationalities
Kuwaiti being the largest population	316 Kuwaiti students
The next is USA	92 American students

Range of grades or year-groups:

Grades Pre KG – Grade 9 Ages 4 - 14

Academic Staff: numbers; nationalities; statistically most important nationalities:

110 Academic Faculty, 8 Nationalities, US (most statistically significant nationality)

Support Staff: numbers; nationalities; statistically most important nationalities:

60 Support Staff, 14 Nationalities, Indian (most statistically significant nationality)

Summary of academic programs:

American United School consists of elementary, middle, and Freshman Academy programs. Our mission is to combine 21st Century digital technology and traditional student-centered learning practices to ensure that students achieve academic success and social growth.

Our commitment to the mission and learning experiences that AUS students receive begins with Pre-Kindergarten and continues through to graduation. Our Pre-Kindergarten-Ninth grade core subjects are delivered through the framework of Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and National Standards for Social Studies (NSSS). Extended core subjects such as, French, Spanish and Arabic as a Foreign Language (AFL) employ the American Council on Teaching Foreign Languages (ACTFL). Our Arts program operate under the umbrella of the National Core Arts Standards (NCAS). The physical education department utilizes the National PE Standards.

Location and buildings:

Sabah Al Salem Area, Block 1, Intersection of 6th Ring Road & Fahaheel Expressway, Kuwait

Accreditation history of the school:

N/A

Other relevant information (if any):

Date of submission of this information:

9 March 2016

COMPONENT B: SCHOOL REFLECTIVE STATEMENTS

HEAD OF SCHOOL REFLECTION

As the Founding Director of American United School, the astounding growth and increased viability of the school has been amazing. As a start-up school, every aspect from hiring of faculty/staff, creating policies and procedures, gathering and implementing curriculum initiatives, purchasing necessary equipment and supplies, has been an improvement effort full of challenges and rewards. Creating a reputation for excellence in an educational community with over 30 independent private schools is an ever evolving mission. This third year is filled with additional firsts for AUS; the implementation of our school-wide professional development initiative, opening 9th grade, SAB begins work on the School Strategic Plan, re-design of the school web page and use of a new on-line leave request program (Plan My Leave). AUS is enthusiastically collaborating with our entire school community using PLC groups to develop, identify, and apply Common Core Standards consistently in grades 1-10 and eventually for grades 11 & 12. I await the next two years when the facility is fully operational and all curricular offerings are available for students.

GOVERNING BODY REFLECTION

The owners of United Education Company (UEC) referred to for this document as the governing body are committed to establishing and maintaining a first class K-12 school for students in Kuwait. The idea of opening this school was discussed as early as 2006 and subsequently the land was purchased and design plans began in 2012. UEC is committed to operating in a responsible manner to ensure the integrity of the School and will carry out its responsibilities by futurist planning to educate students, maintain a constructive work environment and facilities, and provide financial leadership in all matters. UEC has delegated executive, supervisory, and instructional authority to the Director of AUS. The Director has implemented a School Advisory Board to act in an advisory capacity to convey and consider recommendations from parents, corporate partners, faculty, and students.

This is the first full year of operation for The School Advisory Board. The new board works with the Director on procedures to benefit students and stakeholders. The SAB's two main goals are:

- ✓ To assist with the development of a School wide Strategic Plan and,
 - ✓ To work with the administration to facilitate accreditation by actively joining and sharing in identified committees
- The SAB is a forum for queries from parents and students to keep communication flowing within AUS.

REFLECTION ON CHALLENGES/CHANGES/IMPROVEMENTS AFFECTING THE SCHOOL, FACULTY/STAFF, PARENTS, STUDENTS

Communication is the challenge and the improvement area affecting the entire school community. The need for two-way meaningful communication and feedback is a consistent thread that is most often something that requires constant attention in social organizations. As a new school, and the advancements in social media, the challenge to always be connected and informed is even greater. Students want a balance between assignments, rigor, assessments, and how to fit in all the activities. Parents want to know if the school is going to be accredited and when. The queries about the HS offerings and local scholarship access for students from the Kuwaiti government are now surfacing as 10th grade begins next year. Operationally, staff turnover (staying/leaving), change in leadership, delineating a clear chain of command & duties, curriculum expectations, relevant professional development for all, consistent behavior management protocols, technology that is actually 21st century, and adherence to protection of instructional time are all targets for improvement and necessitates continuous communication. The challenge of being one great school with multiple divisions, ES, MS & HS must be the focus as we move forward to improve AUS.

COMPONENT C: COMMENTS ON STANDARDS

The Head of School...

either with or without an appointed representative committee should comment on each of the following Standards for Accreditation. Please use the box marked "School's Prior Comments". The box will expand to accept any length of comment. Please write to a maximum of several paragraphs, linking your comments to appropriate sources of evidence either by links in the text or through the supporting documents already attached. The boxes for the "Visitor Observations" and "Suggested Actions" should be left blank.

The focus of the response should be where the school currently stands with respect to each Standard and on the ways in which the school can further improve its alignment with the Standard as the school reaches for excellence. In reflecting on the Standards, the Head of School (and possibly the committee) should look for guidance in the Indicators shown below each Standard but a response to every individual Indicator is not expected.

The Preliminary Visitors...

address those Accreditation Standards which they consider are most relevant to the school's current situation and on which they feel they have sufficient information to express an opinion.

Some Standards may not carry Visitor observations or recommendations in this report. However, all Standards (and their Indicators) must be fully and individually addressed during the future Self-Study and Team Visit.

SECTION A
SCHOOL GUIDING STATEMENTS

Note: The term “governing body” includes any school ownership structure.

STANDARD A1	
The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.	
<p>A1a The school’s Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.</p> <p>A1b Monitoring procedures exist which show that the school’s Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors.</p> <p>A1c There is evidence which shows that the school’s Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.</p> <p>A1d There are periodic, data-driven reviews of the school’s Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.</p> <p>A1e A formal process and defined indicators are used to assess the school’s success in achieving its aims as laid out in its Guiding Statements.</p>	
School’s Prior Comments	<p>AUS has a clear vision, mission and guiding principles. They are published on the school website and in AUS publications. These guiding statements are the foundation for AUS’ overall planning and operations.</p> <p>*See attachment for the Vision, Mission and Guiding Principles.</p>
Visitor Observations	<p>The American United School (AUS) has a set of Guiding Statements that consist of a Mission, Vision and Guiding Principles. These are reproduced below, correct at the time of the visit.</p> <p>Some teachers who were at the school in the first year of operation (SY13-14) stated that they were involved in reviewing the Vision and Mission with the final version being decided by the Founding Director and Owners. These statements seem appropriate for giving the necessary direction for the first few years of a school’s life.</p> <p>The Guiding Statements are presented at the teacher meetings at the beginning of each year and re-enforced by the Director at different times. They also appear on walls in classrooms and effort is made to have these better known by the AUS community. A mnemonic for values and traits is used throughout the school, which is not explicitly referred to in its Guiding Statements (ROCK: Respectful, Organized, Cooperative, Kind). Similarly, the CHAMPS system is used to outline student expectations in Elementary classes. Slogans and other sayings are posted throughout the building to remind of particular traits and behaviors.</p> <p>Although the Guiding Statements have served to provide the school with direction in these early years of its development, it will be appropriate to review them so that a common understanding is achieved of its key aspects (21st century digital technology, traditional student-centered learning practices, social growth, responsible global citizens).</p>

	<p>Additionally, monitoring for support and relevance together with a process of regular review of the school's success in achieving its aims, will be necessary.</p> <p>Mission: The American United School is a co-educational private school, combining 21st century digital technology and traditional student-centered learning practices to ensure that students achieve academic success and social growth.</p> <p>Vision: To provide an outstanding American education that enables students to be inspired lifelong learners and responsible global citizens.</p> <p>OUR GUIDING PRINCIPLES LEARNING – ANYPLACE, ANYWHERE AND ANYTIME</p> <p>At AUS we believe learning is not confined to a classroom or a campus—it should be available wherever and whenever the learner needs it</p> <ul style="list-style-type: none"> • At AUS we continually demonstrate how to be a caring community of learners—our students, teachers, staff and families are committed to educating the whole child • Our School community acknowledges and recognizes the personal, cultural and social value of each individual • Technology is an integral part of students' lives, expectations, and the future – this cannot be ignored but rather explored with a deep sense of intellectual inquiry • AUS is dedicated to the future global success for this planet which depends on having a diverse, well-educated workforce and citizenry
Suggested Actions	<p>A1b: Establish monitoring procedures so as to show the extent to which the school's Guiding Statements enjoy a high degree of support from stakeholders.</p> <p>A1d: Carry out periodic, data-driven reviews of the school's Guiding Statements that involve the broad school community and which ensure that the statements remain vibrant and relevant.</p> <p>A1e: Assess the school's success in achieving its aims as laid out in its Guiding Statements.</p>

STANDARD A2	
<p>The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.</p>	
<p>A2a The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.</p> <p>A2b The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.</p> <p>A2c The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible.</p>	
School's Prior Comments	<p>As more and more students from diverse backgrounds populate AUS' 21st Century classrooms, our efforts mount to identify effective methods to teach our students at the highest levels. The need for our teachers to utilize pedagogical approaches that are culturally responsive intensifies and our classrooms require teachers to educate students varying in culture, language, abilities, and many other characteristics.</p> <p>We aim to create school culture where all students regardless of their cultural and linguistic background are welcomed and supported, and provided with the best opportunity to learn. AUS accomplishes this goal by promoting ten global perspectives:</p> <ul style="list-style-type: none"> • Acknowledging differences as well and similarities • Validating students cultural identity in classroom practices and materials • Educating students about the diversity of the world around them • Promoting equity and mutual respect among students • Assessing students ability to achieve validly • Fostering positive interrelationships among students, their families, communities, and school • Motivating students to become active participates in their learning • Encouraging students to think critically • Challenging students to strive for excellence as defined by their potential • Assisting students in becoming socially and politically conscientious
Visitor Observations	<p>It is not clear that the ten global perspectives are universally understood or used in the school.</p> <p>The school has yet to go through the process of creating an engaging and contextually appropriate definition of "global citizenship" (the term used in AUS's Vision).</p>
Suggested Actions	<p>A2a: Create an engaging and contextually appropriate definition of internationalism/interculturalism (global citizenship) in education.</p> <p>A2b: Put the definition of internationalism/interculturalism (global citizenship) in education into action, both inside and outside the classroom, as evidenced by impact on students.</p> <p>A2c: Express the school's commitment to internationalism/interculturalism (global citizenship) in education through as many avenues as possible.</p>

STANDARD A3	
The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.	
The school is committed to, and is actively promoting in its students, internationalism/ interculturalism in education through	
A3a discussion of substantive matters of principle from multiple perspectives.	
A3b the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.	
A3c the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.	
A3d development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.	
A3e the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.	
A3f the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.	
School's Prior Comments	<p>We are cognizant that to promote internationalism/interculturalism, we must continue to develop our Cultural Competency and Character Counts learning modules, each with its own clear Standards. Currently we use our counselor classroom visits at the elementary level and advisory sessions for middle school and Freshman Academy as the 'delivery system' for these Learning Modules. Our goal is to place students in authentic learning contexts and expect them to tackle genuine global dilemmas, in developmentally sound ways. We will see an increase of this concept as the high school grades evolve and they will argue from different perspectives, pursue open-ended questions and form and test their own theories of 'what's going on here? – meaning locally and globally.</p> <p>We believe that this embedded, contextualized learning approach is far more effective than 'add-ons' that tackle international/intercultural competencies, although we will also promote participation in a wide range of other activities that broaden the horizons of our students, including MUN and a long and growing list of community service opportunities rather than service learning.</p>
Visitor Observations	<p>AUS's Vision states its commitment to "providing an outstanding American education that enables its students to be ... responsible global citizens".</p> <p>The school is developing programs, events and activities where students may explore and develop the appropriate traits and is at an early stage in this process. The counselors visit classrooms or provide unit plans in Advisory classes using the Character of the Month and other approaches to address cultural competency.</p> <p>Even though the range of student nationalities and cultural experiences can provide a rich resource in this area, the school recognizes the need to develop integrate these aspects into the authentic learning contexts in the curriculum.</p>

Suggested Actions	A3: Continue to develop the fostering of the traits of responsible global citizenship in students, as expressed in the AUS vision.

<p style="text-align: center;">STANDARD A4</p> <p>The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs, and the students admitted to and remaining at the school.</p>	
<p>A4a</p> <p>The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programs, hence enabling parents to appraise the school's suitability for their children.</p>	
<p>A4b</p> <p>The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programs offered.</p>	
<p>School's Prior Comments</p>	<p>AUS' website and promotional materials present a comprehensible picture of the school's guiding statements, programs and the rigor of expectations. The school uses the following for promotion means:</p> <ul style="list-style-type: none"> • American United School website: www.aus.edu.kw • AUS Instagram: AUS_Kuwait • Parent/Student Portal: www.plusportals.co/AUSKuwait • Campus Tours led by the school administration: weekly/monthly • The International Educator (TIE) magazine • The Educational Guide (Kuwait magazine) • Online and newspapers advertisements <p>Admission at the Elementary School:</p> <p>The majority of new admissions take place in the early elementary grades. There is a standing Admissions and Placement Committee for the Elementary that is responsible for recommending students for acceptance into the school. Parents begin by completing an on-line application, and attaching previous school records. For students at the Pre-K to 2nd grade levels, individual assessments are conducted by the teaching staff, using a developmentally-appropriate assessment tool. For students in grades 3 to 5, an academic screening assessment is completed. In addition, observational records and interview notes are collected regarding each child. The Admissions and Placement Committee meets to review the complete file, including assessment results, and makes recommendations for acceptance based upon established scoring criteria.</p> <p>Admission at the Middle School:</p> <p>AUS has clear admissions policies and procedures in place which are published on the school website. Perspective Middle School candidates must complete an on-line application and submit the required documents on-line to the Registrar's Office. Once a completed application and documents are received, the Admissions/Placement Committee (APC) will meet, review and score completed applications within 3 days of receipt. The APC will then average the scores and determine if the candidate is appropriate to assess. If the candidate application review meets minimum requirements, then an assessment date and time will be scheduled upon the receipt of assessment fee.</p> <p>The assessment is composed of:</p> <ul style="list-style-type: none"> • Measurement of Academic Progress assessment (MAP) in Reading, Language Usage, and Math. • A written assessment, scored using the 6 Traits Rubric. • An APC member will conduct a candidate interview based on a 10-point rubric. <p>The APC reviews the assessment results and determines candidate's score, if minimum is met, then a Confidential Student Report (CSR) is requested from candidate's previous school. Once the CSR is received, the APC will review and score the CSR. The APC will then meet to review</p>

	<p>the completed file and make a final determination of the candidate's application. The registrar's office will contact each parent via email with the decision of the APC. Those who are declined will receive a personalized email. Those who are accepted will be notified of registering and making a payment.</p> <p>Admission at the High School:</p> <p>Our admissions orientation practices clearly reflect the school's guiding principles of excellence. Assessment of applications are improved with committee review of applicants, a Measurement of Academic Progress (MAP) Assessment for Language Usage, Reading, Math, a student writing assessment, and personal interview. The admissions procedure is being modified to streamline a more consistent, yet consolidated K-12 procedure, effective with the 2015/16 SY. This involves gathering pertinent data collected by the admissions office which is followed by a review process involving administrators, counselors, and teachers. Subject matter specialists: i.e. ESOL, Curriculum Specialist, Intervention Specialist, School Psychologist, Literacy Coach, Math Coach and division Principals collaborate to ensure alignment meets all student needs.</p>
Visitor Observations	<p>AUS has in place admissions policies and practices that are aligned with the Guiding Principles of the school. These are now well established and serve to determine the appropriateness of the school for the applying students. Parents report a thorough process, which also serves to inform them about the school.</p> <p>Promotional materials and media are accurate and campus tours take place regularly to show the AUS facilities and explain its programs.</p>
Suggested Actions	<p>None at this stage.</p>

SECTION B TEACHING AND LEARNING

Important Note: The Preliminary Visitors have written one overall Section B Teaching & Learning report, but the school will be required to create *multiple* Section B reports (horizontal by school division/phase, vertical by subject area, and vertical summary) during self-study. For further instructions, please see the first page of Section B in the 'Guide to School Evaluation and Accreditation' 8th Edition (Version 8.2) as well as the Section B appendix in that document.

STANDARD B1	
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.	
<p>B1a The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.</p> <p>B1b The school's curriculum and programs are supported by a comprehensive set of teaching and learning policies.</p> <p>B1c The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.</p> <p>B1d There is evidence of alignment between the written curriculum, the taught curriculum and student learning.</p> <p>B1e The school has a clearly articulated vision of quality learning and defined practices that support student achievement.</p>	
School's Prior Comments	<p>AUS is in the process of aligning curriculum, teaching practices, and student learning experiences to the vision, mission and guiding principles of AUS and solidifying the vision of quality learning and consistent defined practices across grade levels and content areas. This on-going task is completed by providing teachers opportunities in the PLCs, scheduling half days to revisit curriculum for revisions and systematically working with a team of consultants on quality learning and defined educational practices based on content areas.</p> <p>This school year our administrators saw the need to create a comprehensive set of teaching practices and learning outcomes for math, reading/ELA, and writing to start. These action plans will create a framework for implementation across the building. Additionally, this alignment will build vertical and horizontal continuity to ensure that there are minimal gaps between the written, executed curriculum and student learning.</p>
Visitor Observations	<p>There is strong alignment between the school's mission and the intended content and design.</p> <p>It is important to reiterate the developmental stage of AUS. The Visitors encountered a school that had been in operation for around two and a half years, with a tremendous amount of energy having been spent on curriculum content, design and implementation. A plan is in place to concentrate effort on Balanced Literacy and on mathematics, with quite a range of other subjects, grades and courses being documented. The plan has clear administrative and teacher responsibilities, and a timeline. Curriculum maps together with unit plans have been worked on, together with scope and sequence for some areas.</p>

	<p>Since this is most certainly a work in progress, the momentum must be maintained so as to have a clearly documented curriculum together with a comprehensive set of teaching and learning policies to support it.</p>
Suggested Actions	<p>B1a: Align the school's curriculum design, actual teaching practices, and actual student learning experiences with its mission and vision.</p> <p>B1b: Complete the provision of a comprehensive set of teaching and learning policies to support the school's curriculum and programs.</p>

<p align="center">STANDARD B2</p> <p>Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.</p>	
<p>B2a The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.</p> <p>B2b The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.</p> <p>B2c The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.</p> <p>B2d The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.</p> <p>B2e The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.</p> <p>B2f The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.</p>	
<p>School's Prior Comments</p>	<p>As AUS continues to create an engaging viable and guaranteed curriculum we are consistently looking for evidence that supports high levels of student learning through varied instructional approaches, assessment methods and technology integration. In all content areas we require students to deduct information from print and non-print materials, primary and secondary sources, and fiction and non-fiction text.</p> <p>Our teachers ensure that students not only learn the material, but are engaged and can apply it in real-world situations called differentiated performance tasks. Differentiation by process, product, content, learning styles and learning environment aligns with our AUS tagline Learning-Anyplace, Anywhere, Anytime.</p> <p>These on-going opportunities for students to master content standards with high levels of rigor consistently force students' to think critically, evaluate, interpret, synthesize and problem solve. Collaboration and data reviews are key to reaching our curriculum goals.</p>
<p>Visitor Observations</p>	<p>AUS's Vision makes clear its commitment to lifelong learning. Its tag-line of "Learning - Anyplace, Anywhere, Anytime" is designed to address this aspect of lifelong learning, among other aspects.</p> <p>The Visitors observed students who were interested and on task, with varied teaching and learning methods being used.</p> <p>Counsellor-led or planned sessions also supports the developmental, social and emotional needs of students, using a character traits approach.</p> <p>The written curriculum is a work in progress and it will be necessary to ensure that it conveys the need for challenge and support that this standard requires.</p>

Suggested Actions	None at this stage.
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STANDARD B3	
<p>Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.</p>	
<p>B3a Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.</p> <p>B3b Written curriculum materials indicate content and sequence for each course/grade.</p> <p>B3c Written curriculum materials include references to the methodologies, teaching materials and resources that are used.</p> <p>B3d Written curriculum materials include references to the assessments that are used to measure student progress.</p> <p>B3e Written curriculum materials include references to links within and across disciplines.</p> <p>B3f The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.</p> <p>B3g There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.</p> <p>B3h Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.</p> <p>B3i Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.</p>	
School's Prior Comments	<p>Our Professional Learning Communities (PLC) meet twice a week for horizontal planning. Teachers have on-going opportunities to create and revise their learning outcomes in terms of what students should know, understand and be able to do. This work is driven by the scope and sequences and curriculum maps that drive our instructional pacing. These documents outline the instructional methodologies, teaching materials, technology resources and cross-curricular connections for authentic learning.</p> <p>Our PLC's ask four critical questions to frame teaching and learning at AUS:</p> <ul style="list-style-type: none"> • What do we expect our students to learn? • How will we know if they are learning? • How will we respond if they are not learning? • How will we respond if they already know it? <p>As we continue to solidify our curriculum design process and instructional practices, we look forward to creating quarterly opportunities for teachers to plan vertically. This will provide a deeper understanding of the prerequisites needed at each grade level to support curricula endurance, leverage, and student readiness.</p>
Visitor Observations	<p>The curriculum is being developed to include horizontal and vertical articulation so as to provide students with meaningful connections.</p> <p>The curriculum is standards based, using Common Core Standards, ISTE</p>

	<p>standards for technology, Next Generation Science Standards, National Council of Social Studies Standards, American Council of Teaching of Foreign Language Standards, Shape America Standards (PE) and National Core Arts Standards.</p> <p>Curriculum maps providing Big Ideas, Essential Questions, Performance Tasks, etc., and unit plans including the Common Core or other standards, including cross-content connections, are complete in some areas and being written in others. Some teachers reported having to write afresh when taking on subsequent classes/courses.</p> <p>The storage system for curriculum documentation is either on SharePoint or on Google Docs. This makes easy access and perusal difficult and requires extensive referencing to standards. The Visitors suggest that a coordinated system be employed, perhaps based on standard curriculum management software, thus enabling a more efficient and effective common approach to curriculum documentation.</p>
Suggested Actions	<p>B3: Continue the planning and writing of the curriculum addressing all aspects considered in this standard, using a management system that makes the process more efficient and effective.</p>

STANDARD B4	
<p>Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.</p>	
<p>B4a Information about the local culture and physical environment is embedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.</p> <p>B4b The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.</p>	
School's Prior Comments	<p>Every culture is respected by teaching student awareness and appreciation of others through leadership and humanitarian experiences. <i>(Relief efforts, fund raisers & donations for local and global causes)</i></p> <p>Eventually the school will offer volunteer opportunities in under-developed countries to involve students in activities that impact the world i.e. food, water, refugee, environmental issues.</p>
Visitor Observations	<p>AUS uses national festivals and other events to enhance student learning. Activities include relief efforts for disasters (the Nepal earthquake) as well as for local causes.</p> <p>It is clear that AUS displays, values and promotes diversity as well as important Global Citizenship traits.</p> <p>As the curriculum is documented, it will be important to continue to include references to the issues of cultural diversity so as to build resources in this area.</p>
Suggested Actions	None at this stage.

STANDARD B5	
<p>The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.</p>	
<p>B5a The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.</p> <p>B5b The school provides professional development in content areas relevant to teachers' assignments.</p> <p>B5c The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.</p> <p>B5d The faculty has an avenue for input into the planning of professional development activities.</p> <p>B5e Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.</p>	
School's Prior Comments	<p>AUS is developing a three year systematic professional development plan that is comprehensive and has a systematic approach to improving teachers' and leaders' effectiveness in raising student achievement.</p> <p>All AUS teachers took a professional development needs assessment in August to determine areas of overall strengths and areas for growth. The Curriculum and Instruction Department reviewed the survey to develop on-going professional development opportunities that address teacher's areas of growth and school-wide initiatives.</p> <p>During the 2015-2016 school year we retained a team of consultants from the United States and the Gulf Region to provide relevant on-going professional development in the areas of improving pedagogy and content in order to enhance student engagement and teaching and learning. The consultants presented on topics related to Common Core Standards (Math and ELA/Reading) and Next Generation Science (Science), technology integration, and effective PLC models including data teams. These sessions were conducted through PLC's, half day planning and in-service days throughout the school year.</p> <p>Concisely, our professional development is an ongoing cycle of improvement, where data is used to encourage reflection, inquiry, and dialogue in a collaborative learning community. It is the analysis of data about students, teachers, principals, and systems from both formal accountability systems and internal monitoring programs that drives decisions about the purpose and content of effective professional development.</p>
Visitor Observations	<p>AUS has invested heavily in Professional Development, particularly in its partnership with Idaho State University. A program targeting pedagogy and content is being carried out throughout this academic year. Other PD opportunities also are undertaken.</p> <p>The Personal Learning Community (PLC) time is used to work on these aspects as well as in-service days during the year. Despite a concern raised by parents regarding the absence of teachers during these days, the Visitors considered that the co-teachers are able to maintain the impetus of learning and teaching in those classes. Not all teachers appeared to understand the purpose behind the pedagogy initiatives and</p>

	some did not see the alignment between the PLC activities, grade level planning and the PD delivered by consultants.
Suggested Actions	<p>B5d: Ensure that the faculty has an avenue for input into the planning of professional development activities.</p> <p>B5e: When planning for professional development, ensure that needs are also identified through analysis of student achievement, review of school goals, and the faculty appraisal process.</p>

<p align="center">STANDARD B6</p> <p>Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.</p>	
<p>B6a Teaching methods and student learning activities are varied according to the nature of the subject matter.</p> <p>B6b Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.</p> <p>B6c Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.</p> <p>B6d Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.</p>	
<p>School's Prior Comments</p>	<p>We understand that our students are not cookie cutter images of one another. They are unique with varied skills, talents, and learning styles. Whether students are English as a First Language or English as a Second Language, their experiences are valued and used to shape our approaches to teaching and learning.</p> <p>To meet the vast needs of our students, AUS teachers create stimulating 21st Century learning environments that are engaging, technology rich, and differentiated. Our differentiated teaching methods, student learning activities and content area integration ensures that concepts are not taught in isolation. They are taught so students can be active participants in the learning environment. Coupled with engaging activities in the classroom, our students are encouraged to participate in Math Olympiad, Spelling Bee, Science Fair, and Recreation Enrichment and Learning (R.E.A.L), our extra-curricular after school program.</p>
<p>Visitor Observations</p>	<p>AUS has made pedagogy a priority. Teaching methods are developed so as to provide an optimum learning environment.</p> <p>Technology is used in many areas to good effect – however, the school has set a very high standard for itself by its Mission (“...combining 21st century digital technology and traditional student-centered learning practices...”). It is important to have a common understanding of these terms, not just in teachers but also in the community.</p> <p>In the Reflections part of this report, technology was questioned and Visitors also found confusion relating to “traditional student-centered learning practices” – it would be appropriate to develop these understandings in the community.</p>
<p>Suggested Actions</p>	<p>B6: Create common understandings of teaching and learning methods, particularly as this relates to the statements in the Mission.</p>

<p style="text-align: center;">STANDARD B7</p> <p>The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.</p>	
<p>B7a Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.</p> <p>B7b The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.</p> <p>B7c Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.</p> <p>B7d Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).</p> <p>B7e Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).</p> <p>B7f Support staff members are assigned to assist teachers in those areas where it is appropriate.</p> <p>B7g Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.</p> <p>B7h IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.</p>	
School's Prior Comments	<p>AUS teachers are assigned to grade levels and or subject areas based on the approval of the Ministry of Education (M.O.E.). All AUS teachers have earned a Bachelor's Degree in their respective countries. Each classroom has experienced fulltime teachers to meet the individual needs of students.</p> <p>AUS has specialized resources and equipment to support teaching and learning in the connection classes (art, music, PE and technology). Our school has two Information Centers that are equipped with up to date media resources and age-appropriate media collections. Our Information Center's personnel are available and suitably qualified to collaborate and engage teachers and students with acquiring and applying research skills in and out of the Information Center.</p>
Visitor Observations	<p>Class sizes at AUS, as well as the teacher and co-teacher approach, provide the basis for appropriate individual and small-group student attention.</p> <p>Resources at the school are excellent, with specialized and up-to-date equipment, technology and texts available. Learning spaces are colorful and very well designed, with science, music, art, PE, etc., areas providing safe and ample spaces. Information Centers include an extensive book collection managed by qualified staff.</p> <p>Teachers are qualified and are certified where necessary, and are provided with personal and class based technology (laptops, 70" HD interactive boards with touch sensors and larger versions for labs, access to documentary, movies and educational shows). IT support is readily available.</p>

	Teachers are assigned to their specialized areas and support staff are available.
Suggested Actions	None at this stage.

STANDARD B8	
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.	
<p>B8a Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.</p> <p>B8b Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.</p> <p>B8c Students demonstrate their learning through a variety of assessment models such as formal testing, self-assessment, peer review, projects, etc.</p> <p>B8d The school has processes for comparing and analysing its students' achievements with those of similar students elsewhere.</p> <p>B8e Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.</p>	
School's Prior Comments	<p>We are redefining our processes for assessment. This school year we implemented a school-wide assessment calendar that included both elementary, middle school and Freshman Academy. This calendar included Measures of Academic Progress (MAP), middle school summative dates and other school-wide testing initiatives.</p> <p>The formative and summative assessments provide opportunities for students to demonstrate their learning through a variety of assessment models.</p>
Visitor Observations	<p>The school uses Measures of Academic Progress (MAP) as a formative tool, providing the assessment three times per year. Parents are informed about their child's progress in this assessment.</p> <p>Other whole-school and summative tests are given according to a calendar.</p> <p>The curriculum includes common assessments in many areas and this is being worked on.</p>
Suggested Actions	None at this stage.

<p align="center">STANDARD B9</p> <p>Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.</p>	
<p>B9a Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.</p> <p>B9b The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.</p> <p>B9c There is evidence that current educational practice is considered in revising curriculum and instruction.</p> <p>B9d Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.</p> <p>B9e Curriculum revisions and changes are made in the context of an overarching curriculum plan.</p>	
School's Prior Comments	<p>Last Year, first quarter curriculum maps, and scope and sequences were developed and shared with new faculty in August of 2015. We continue to revise the scope and sequence and curriculum maps, while adding completed units this school year. The second semester of SY 15-16 has our entire K-9 faculty involved in the creation of common assessments using the Achievement Series Program. Our on-going work to develop the curriculum will continue as we add grade levels and revise and add to our curriculum offerings for students. The data reviews that occur during collaborative PLC sessions, faculty meetings, and consultants' visits are inclusive of standardized, formative, summative and text chapter assessments. These assessments' data are used in improving instruction, and ultimately student achievement.</p>
Visitor Observations	<p>AUS has not been in operation to observe a periodic review but it is clear that close attention is given to the curriculum and its revision.</p> <p>The school has chosen to concentrate its efforts in curriculum work and has a Curriculum and Instruction Perspective, outlining the priorities.</p>
Suggested Actions	<p>None at this stage.</p>

STANDARD B10	
<p>The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.</p>	
<p>B10a The school has thorough and effective systems for tracking, analysing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.</p> <p>B10b The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.</p> <p>B10c The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analysed to support on-going student achievement.</p> <p>B10d Data gathered from graduates or past students is considered when determining the effectiveness of the school's program.</p>	
School's Prior Comments	<p>The 2015-2016 school year brought the addition of a testing coordinator at AUS, who is responsible for designing a formal process for recording, analysing, and reporting school-wide data. Currently, our MAP data is collected three times a year, the fall, winter and spring of each year. MAP is given to 2nd -9th grade students.</p> <p>Once the data is disaggregated by grade levels, individual reports are shared with teachers. In return, teachers share the information with parents during our 1st scheduled parent-teacher conference during the fall of quarter one. AUS shares all grade level MAP data with stakeholders, as well as posting it on our website.</p> <p>We currently do not have any data from former graduates, as AUS does not graduate our first class until 2019.</p>
Visitor Observations	<p>AUS is developing its formal processes for recording, analyzing and reporting; it has in place its reporting to parents system and is using Rediker to enable communication with parents regarding progress.</p> <p>MAP testing feedback is provided to parents and individual reports are received by teachers. 2nd through 9th grade level MAP data is shared with the community in compared with a norm group average, together with explanatory notes.</p> <p>The Elementary School has reviewed its reporting to parents and is introducing standards-based grading and reporting with a view to make it easy for parents to identify their child's strengths and areas for improvement. These changes are being explained in newsletters and in "Coffee Break" parent meetings.</p>
Suggested Actions	None at this stage.

SECTION C: GOVERNANCE AND LEADERSHIP

Note: The term “governing body” includes any school ownership structure.

STANDARD C1 The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.	
<p>C1a The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission.</p> <p>C1b The governing body promotes strong ethical values and compliance through appropriate and effective oversight.</p> <p>C1c The governing body effectively measures the school’s success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed.</p> <p>C1d The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.</p> <p>C1e The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.</p> <p>C1f The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.</p>	
School’s Prior Comments	<p>AUS is fully owned by United Education Company. UEC is a Kuwaiti shareholding company registered and incorporated in Kuwait in February, 2003.</p> <p>UEC played a vital role in the creation of AUS’ mission, vision, guiding principles and setting the school strategic direction. Since its inception, UEC works directly with the AUS Founding Director to provide an outstanding American education that enables students to be inspired lifelong learners and responsible global citizens. UEC provides required approvals necessary for the operations of AUS. The owners review all reports provided by AUS and feedback is shared between and with the AUS Founding Director.</p>
Visitor Observations	<p>AUS has visionary leadership both from the owners and the Founding Director who have a strong, positive, and supportive relationship. It is clear that the Owners promote strong ethical values and compliance through appropriate, effective, and committed oversight. They have committed resources – time, talent and treasure – to ensure that AUS will become fulfill its Mission and Vision.</p> <p>As part of its governance growth model, AUS has an Advisory Board and a Parent Teacher and Student Organization Board. The Owners spoke about the ultimate goal of having a Board of Trustee structure.</p> <p>The school finances in this newly established school are healthy with abundant and well planned resources provided by the owners who are pleased with the progress of school, programs and growth and are solidly committed to AUS by word and deed.</p>
Suggested Actions	<p>None at this stage.</p>

STANDARD C2	
There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.	
C2a There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.	
C2b There is a partnership between the governing body and head of school which recognizes that the effectiveness of the parties is interdependent.	
C2c The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.	
School's Prior Comments	AUS is owned, operated and governed by UEC. The Chairman of the UEC Board is Sheikha Dana Nasser Al Sabah. The Board Chair, along with Vice Chair Mr. Meshal Ali appoints the Director of the School, Dr Jennifer Beckwith, who has the responsibility for all operational and educational plans and priorities. Meetings to review and provide updates regarding the school's overall operations are held weekly with the owners. The UEC Board, in conjunction with the AUS Director, and in accordance with meeting the CIS/MSA accreditation standards and expectations, determines all policies of the school, its operations and educational programs. The School Advisory Board (SAB) and the Parent Student Teacher Organization (PTSO) are vitally instrumental, but do not unanimously make, vote on, or create policies in the school. Rather, these parenting bodies provide input, suggestions, and valuable feedback to the Director in relation to the School's Guiding Principles. AUS values all its constituents and their opinions and uses these vehicles for their input. The UEC/AUS organizational chart indicates this structure.
Visitor Observations	There is a positive, supportive and healthy relationship between the owners and the Director with strategic functions primarily with the owners in collaboration with the Director and operational functions primarily with the Director. Scheduled meetings are held weekly or more often as needed.
Suggested Actions	None at this stage.

STANDARD C3	
<p>The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.</p>	
<p>C3a The governing body has developed a clear, written job description for the head of school.</p> <p>C3b The head of school provides leadership for the total school program.</p> <p>C3c The head of school sets educational priorities and outlines funding implications for submission to the governing body.</p> <p>C3d The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.</p> <p>C3e The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.</p> <p>C3f The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives.</p>	
School's Prior Comments	<p>The Director of AUS provides leadership in all areas of teaching and learning: curriculum, data analysis, and professional development. The Director leads, guides, and directs every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence in educational programs and operating systems. The Director is responsible for a system of supervision and evaluation for all staff designed to meet the goals of AUS.</p>
Visitor Observations	<p>The Head of School is a "hands-on" leader who is actively and effectively involved with all facets of this new school. She is a passionate motivator who empowers her employees to "be the best" that they can be. With the mandate and support of the owners, she has energy, in abundance, for the day-to-day operations of the school.</p> <p>Recruitment and selection are done by the Director with the assistance several placement agencies. <i>Teach Away</i> recruitment service, at this time, provides the largest number of certified, experienced, and appropriate personnel who not only perform professionally at a high standard, but who also easily adjust to the culture and norms of the country.</p>
Suggested Actions	<p>C3d: Continue to aggressively pursue all recruiting avenues to increase the pool of high quality candidates who might be good matches for a position in this region.</p>

<p style="text-align: center;">STANDARD C4</p> <p>The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.</p>	
<p>C4a The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.</p> <p>C4b The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction.</p> <p>C4c In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.</p> <p>C4d An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them.</p> <p>C4e Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness.</p> <p>C4f Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.</p>	
School's Prior Comments	UEC governance operations are stated in the company Profile. A separate AUS process for review of operational practices, decision making and evaluation has been written in conjunction with the Founding Director of the school.
Visitor Observations	<p>With rigorous internal oversight, AUS is in full compliance with all ministry regulations, practices and policies. Written policies are in place for all these matters.</p> <p>The owners meet annually to set goals and then to conduct a written appraisal of the Director.</p>
Suggested Actions	None at this stage.

STANDARD C5	
The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.	
<p>C5a There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.</p> <p>C5b The school has educational and financial plans for the short, medium and long term which are tied to the school's mission.</p> <p>C5c Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school.</p> <p>C5d The school's educational and financial plans are appropriately communicated to the school community.</p>	
School's Prior Comments	AUS has a 10 year business plan in place that covers SY 2014 to 2024. This plan has been revised due to enrolment projections and is reviewed periodically and updated to reflect an accurate financial plan.
Visitor Observations	<p>The school finances in this newly established school are healthy with abundant and well planned resources provided by the owners who are pleased with the progress of school, programs and growth and are solidly committed to AUS by word and deed. A 10-year plan exists, which is adjusted annually as circumstances dictate.</p> <p>There is no long-term debt that the school holds since it is supported, and financially backed, by the United Education Company.</p>
Suggested Actions	None at this stage.

SECTION D
FACULTY AND SUPPORT STAFF

STANDARD D1 The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programs, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.	
<p>D1a Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.</p> <p>D1b The teacher-student ratio reflects the size of classrooms, instructional practices, program requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.</p> <p>D1c The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.</p> <p>D1d The head of school or his/her designees assign workloads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.</p> <p>D1e There are procedures in place for reviewing regularly the alignment between personnel competencies and program needs to ensure that the school can implement programs and services in support of fulfilling the mission and objectives.</p>	
School's Prior Comments	<p>AUS has an internal and external recruitment and screening process. The internal process can be found on the school SharePoint. The external recruitment process is handled via our primary recruitment agency, Teach Away. Both processes ensure that all candidates are qualified and have good character. *Please see attachment for external recruitment process.</p> <p>Class sizes are kept small to ensure successful instruction and meaningful learning is possible. Teachers are genuinely vested in making the school better by providing quality learning experiences for the students.</p> <p>The Director of AUS, Administrators and Human Resources recruit professional staff and designate duties according to candidate credentials. Administrators and Supervisors distribute and balance the work load where faculty and staff can maximize their daily duties and other responsibilities.</p>
Visitor Observations	<p>AUS Kuwait has a talented and experienced faculty and support staff that have been chosen to establish a strong foundation in this new school. Attracting and retaining highly qualified teachers is a priority of the school and both salary and benefit packages are extremely competitive in the country and the region to do so. Workload, professional development and other working conditions advance this objective.</p> <p>Class sizes are extremely low at this time, so that expected enrollment growth can easily be absorbed as expected and needed.</p>
Suggested Actions	None at this stage.

STANDARD D2	
<p>Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.</p>	
<p>D2a Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.</p> <p>D2b Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.</p> <p>D2c Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.</p> <p>D2d Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.</p>	
School's Prior Comments	<p>The AUS guiding principles encourage and enable faculty and staff to reach identified goals for students and staff. All employees employ the attributes that help support students reach their full potential. HR has created policies and procedures that outline AUS' professional conduct. These documents align with the local Ministry of Education and adhere to Kuwaiti law.</p>
Visitor Observations	<p>A Curriculum Co-coordinator is directing the ongoing effort to align the curriculum both vertically and horizontally and to ensure that pedagogy and content are delivered at a high level in all academic areas.</p> <p>Expectations for staff are made explicit. A generous PD budget allows for training to keep staff up to date with current educational practices. All groups within the school community commented on the very positive interactions among faculty, staff and students. It was rewarding to hear from all segments of the faculty and staff that respectful interactions existed at all levels and amongst all groups.</p>
Suggested Actions	None at this stage

STANDARD D3

All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.

D3a

The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.

D3b

The school makes clear the factors which are taken into account in determining each employee's remuneration.

D3c

Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.

D3d

There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.

D3e

Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.

School's Prior Comments

AUS provides each employee with a written contract which indicates salary, benefits, position, length of term of initial service, and conditions of termination or resignation. See employment contract.

AUS provides a contract that states the employee's wages. This is also outlined in our AUS Handbook which can be found on our (intranet) SharePoint.

Compensation is paid to employees at the end of every month and employees are made aware of this predetermined schedule via their contract.

Due Process guidelines are stated in the handbook which addresses job security for the term of employment.

Compensation packages at AUS are comparable to other schools in Kuwait, enabling us to attract and retain qualified and experienced staff.

Visitor Observations

The salaries and benefits packages are clear, operated in a transparent manner and paid punctually and fairly. Compensation and benefits are highly competitive. Staff are appreciative that salaries are always paid on time.

The difficulties for retaining teachers and administrators were cited as a concern by some. Kuwait is seen as a difficult posting for some employees.

Suggested Actions

D1e: Continue to aggressively pursue all recruiting avenues to increase the pool of high quality candidates who might be good matches for a position in this region.

<p align="center">STANDARD D4</p> <p>Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.</p>	
<p>D4a</p> <p>School policies include:</p> <ol style="list-style-type: none"> a statement on non-discrimination recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students procedures on recruitment, appointment, compensation and benefits, promotion and retirement clearly stated expectations for faculty and staff behaviour a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors. <p>D4b</p> <p>Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement.</p> <p>D4c</p> <p>Policies and practices foster efficient and effective performance and enhanced morale among all employees.</p>	
<p>School's Prior Comments</p>	<p>School policies include:</p> <ul style="list-style-type: none"> • A statement on non-discrimination is located in the AUS Employee Handbook on (intranet) SharePoint. • Recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students can be found in the AUS Employee Handbook on the SharePoint as well as in the employee's contract. • Procedures on recruitment, appointment, compensation and benefits, promotion and retirement are located in the AUS Employee Handbook on SharePoint. We also highlight compensation, benefits, and retirement in the employee's contract. • Clearly stated expectations for faculty and staff behavior is located in the AUS Employee Handbook which can be found on SharePoint. • A commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors is located in the AUS Employee Handbook which can be found on SharePoint. <p>Employees have access to the Handbook and the contents reviewed with each employee by a HR staff member. Because we strive to reduce the paper flow, employees have excess to the handbook in an electronic format rather than a hard copy.</p>
<p>Visitor Observations</p>	<p>There is a non-discrimination and equal employment opportunity statement in the School Policy Handbook that is sensitive to, and in compliance with, the Kuwaiti regulations, laws and cultural norms.</p> <p>All staff members have job descriptions and contracts; there are Faculty, Student, and Staff Handbooks on SharePoint. Background checks (police and medical) on staff are required by Kuwaiti law.</p> <p>Many members of the school community were excited about the accreditation process, as they see this as an opportunity to have a proactive role in the school and are pleased that their voices are heard and valued.</p>
<p>Suggested Actions</p>	<p>None at this stage.</p>

<p style="text-align: center;">STANDARD D5</p> <p>There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.</p>	
<p>D5a The school utilizes an effective performance appraisal system for all categories of faculty and support staff.</p> <p>D5b Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.</p> <p>D5c Employees have the opportunity to discuss and appeal against any aspect of the appraisal.</p> <p>D5d Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.</p> <p>D5e The school provides a program of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.</p>	
<p>School's Prior Comments</p>	<p>This school year we transitioned to a web-based teacher appraisal system called Edivate. It contains Observation 360-the teacher appraisal system, PD 360-which provides professional development videos, articles, lesson plans and courses for teachers to guide their own learning.</p> <p>The program allowed AUS to create a set of AUS Teacher and Leader Performance Standards that clearly state the expected criteria. All AUS teachers were trained on the new appraisal system and its components. During the school year employees had on-going opportunities to discuss and appeal against any aspect of the appraisal system.</p> <p>As a result, we are revising the program to include non-instructional staff. Additionally we are modifying Edivate to make it more user friendly for teachers and administrators and deciding on which components we want to focus on for the 2016-2017 school year.</p>
<p>Visitor Observations</p>	<p>The online appraisal system is a work in progress with Edivate having been added this year. Training, practice and refining are all part of this year's work, but there was positive reaction to this change. Support staff is being added to this appraisal system and eagerness was expressed to have the new system more streamlined for 2016-17.</p>
<p>Suggested Actions</p>	<p>D5a: Continue with the implementation of the online appraisal system for all employees to improve teaching and learning for all.</p>

SECTION E
ACCESS TO TEACHING AND LEARNING

STANDARD E1	
There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programs.	
<p>E1a As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programs.</p> <p>E1b The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programs.</p> <p>E1c On-going assessment procedures monitor the extent to which any given student is benefiting from school programs, and effective procedures are used to inform school and parent decisions about continued enrolment.</p>	
School's Prior Comments	<p>During the admissions process we use several academic screening assessments (Brigance, Measurement of Academic Progress (MAP), Kaufman Test of Educational Achievement (KTEA) to determine the strengths and areas of growth for each child that is considered for admission at AUS.</p> <p>AUS supports the individual learning needs of our students by implementing the Response to Intervention process. This process is a multi-tier approach to early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screenings for all students. Those that need additional support are moved to the Student Success Team (SST) process.</p> <p>The SST is comprised of administrators, teachers, and additional AUS support staff. Collectively, they meet with parents to determine the needs of students along with identifying the goals for growth.</p>
Visitor Observations	<p>An Admissions Committee comprising, as needed, the school psychologist, registrars, School Community Liaison Officer, principals, and counselors meet to evaluate the online applications and offer interviews and admission, as appropriate, to the applicants.</p> <p>Since AUS is not yet accredited, at this time under Kuwaiti regulations, AUS is not able to offer a modified curriculum or resource support for special needs students; therefore, admission is offered to those students who can be well served in the regular AUS curriculum with minor accommodations. Enrichment and extended learning is offered during the school day and after school if a student is deemed to need these services. An interventionist and school psychologist are both available to assess, offer instructional alternatives, and/or accommodations to facilitate student learning.</p>
Suggested Actions	None at this stage.

STANDARD E2	
Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.	
<p>E2a The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.</p> <p>E2b The school uses student data as part of the regular evaluation of the effectiveness of the learning support program.</p> <p>E2c Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.</p> <p>E2d The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.</p> <p>E2e Learning support services function as an integrated part of the school's program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.</p>	
School's Prior Comments	<p>Our ELL and counseling department all serve students that are in need of additional assistance. Their roles and job descriptions are clearly defined within the school community. The school uses the following methods of regular evaluation or progress monitoring of effectiveness of the learning support program through:</p> <p>A school-wide (2nd grade and above) administration of MAP three times per year. Administration of the English proficiency test called WIDA on a yearly basis for those that are identified as English language learners. In addition, referrals are made anytime throughout the year based on need.</p> <p>Curriculum-based assessments such as Fountas and Pinnell and Saxon math are administered two times per year to track reading and math progress.</p> <p>Student Action Plans that contain student goals are set in place by the Student Success Team and monitored via charting/observation/work samples. The roles of the Counselors, Interventionist, ESL Specialist, School Community Liaison, and School Psychologist are communicated to the school community as follows: At the start of each school year during orientation week; Classroom visitations by the school counselor; Professional development training sessions; Student Success Team meetings.</p>
Visitor Observations	AUS employs a robust number of professional staff who support a wide range of students with various learning needs. Their roles are clearly defined and understood by the community. Once the school is accredited, expanded Special Education services may be considered.
Suggested Actions	None at this stage.

STANDARD E3	
Effective language support programs shall assist learners to access the school's formal curriculum and other activities.	
<p>E3a Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programs delivered by qualified teachers.</p> <p>E3b All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.</p> <p>E3c The school provides sufficient personnel and other resources to support student language needs.</p> <p>E3d The school encourages parents to continue development of the student's home language(s).</p>	
School's Prior Comments	<p>Our English Language Learners (ELL) Program supports students who do not speak English as their primary language. AUS assesses students as they enroll to determine if they are in need of this service. If students do not qualify with testing and the classroom teacher has data to substantiate the need for ELL services, the student is observed by an ELL department member to determine if the student should be re-tested.</p> <p>Our ELL practitioners currently serve students at Kindergarten-Ninth grade. We encourage AUS parents to work in tandem with their child's classroom and ELL teacher. Additionally, we engage our stakeholders in Parent University which is designed to support parents through topics that are relevant to their needs and goals.</p>
Visitor Observations	<p>Professional development and training is given to all faculty and staff annually to maximize the skill set that classroom teachers have at their disposal. The personnel serving the special needs of students with minor learning differences is sufficient and their skills are varied – in fact exceeding many schools with much larger student populations. This personnel includes school psychologist, counselors, literacy and math coaches and classroom interventionist.</p> <p>A Parent University offers topics and strategies delivered by school personnel which gives families additional information and tools to continue to strengthen a student's language acquisition at home.</p>
Suggested Actions	None at this stage.

STANDARD E4	
<p>The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.</p>	
<p>E4a Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.</p> <p>E4b Counselling and advisory programs are supported by clearly documented policies and procedures to ensure that community members understand the scope of programs as well as the manner in which to access services.</p> <p>E4c The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.</p> <p>E4d Counselling and advisory program records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.</p> <p>E4e The school regularly evaluates the effectiveness of its counselling/advisory programs, taking into consideration student profile and achievement data.</p>	
School's Prior Comments	<p>The mission of The American United School (AUS) Counseling Department is to provide a comprehensive, developmental counseling program addressing the personal/social, academic and career development of all students; in partnership with other educators, parents, guardians and the community.</p> <p>Our middle school advisory, Character Counts program, Student Counsel, counseling classroom visits and psychologist services are the cornerstone of the AUS counseling department. Counselors conduct an AUS New Student orientation for parents and students at the elementary, middle, Ninth Grade Academy and High School. These orientation workshops focus on assisting parents and students, transition to AUS or critical grade levels. Additionally, we want to ensure that parents have a resource for support services if needed.</p> <p>AUS counseling department is emerging as it relates to evaluating the effectiveness of our programs. We plan to design and implement measures for assessing our programs that will be based on student profiles and achievement data.</p>
Visitor Observations	<p>At present, there is an ES counselor and a MS/HS counselor with the plan to add a College Counselor as the school expands beyond Gr. 9, beginning in 2016-17. A formal, comprehensive program at each grade level is being developed and expanded upon. New Student Orientation is held annually and services to the nascent HS program are a priority.</p>
Suggested Actions	<p>E4e: Continue to review and evaluate the formal counselling program to meet the developmental needs of all students in a systematic way – especially with the emergence of the HS program.</p>

STANDARD E5	
The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.	
<p>E5a The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.</p> <p>E5b The school's programs, services and environment encourage the adoption of healthy life style choices.</p> <p>E5c The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.</p> <p>E5d The school assists its community in understanding and responding to potential health hazards in the local and wider community.</p>	
School's Prior Comments	<p>School health services include a full service clinic, as well as a first aide-area near the gym facilities. We are within three blocks of a local hospital that provide emergency services, if necessary. We have two fully qualified nurses that provide on-site care for students and staff. We conduct CPR and First Aid training for all educators. The nurses schedule and conduct local screenings for eyes and hearing, vaccinations, as well as dental visits.</p> <p>We follow local Ministry of Health expectations for school age students.</p>
Visitor Observations	<p>The two nurses serve the needs of the student and faculty populations with a clinic that serves a variety of needs and a first aid station near the athletic facilities. The nurses have also conducted CPR and first aid training for all faculty. The nurses conduct screenings for vision and hearing as well as work cooperatively with the local Ministry of Health to monitor vaccinations. They follow all of the Ministry of Health regulations.</p>
Suggested Actions	<p>None at this stage.</p>

SECTION F
SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING

STANDARD F1 A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.	
<p>F1a A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programs to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.</p> <p>F1b The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.</p> <p>F1c School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.</p> <p>F1d Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.</p> <p>F1e The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.</p> <p>F1f Student, staff and parent information is treated with an appropriate degree of confidentiality.</p>	
School's Prior Comments	<p>Through the Character Counts program, students are made aware of the pillars/traits of character. The behavior management plans that are in place assist with providing consistent policy and guidance for acceptable actions at AUS. These policies are available in each handbook, listing a table of consequences.</p> <p>Through our recognition programs we seek to raise awareness of student achievement and culture. We strive to maintain confidentiality and respect when dealing with all aspects of student interaction.</p>
Visitor Observations	<p>The establishment of an appropriate school climate is a paramount goal for any newly established school. AUS has taken this aspect seriously, with strong yet inclusive and charismatic leadership from the Founding Director establishing the norms. AUS demonstrates a clear appreciation of diversity that supports a climate of mutual respect.</p> <p>Criminal background checks and lab tests are conducted on employees, with ROCA being used to facilitate the document and permissions handling for expatriate staff. In recruiting the latter, AUS follows the ITFCP recommended practices.</p> <p>The Employee Handbook makes clear the expectations regarding harassment. Links have been made to a child protection agency in Kuwait with training provided and teachers are required to be observant of any signs of abuse or neglect.</p> <p>Parent, teacher and student handbooks exist for most areas and makes clear the way that the school tackles behavior issues. Positive behavior and classroom management training would make for a more consistent approach throughout the school.</p>

	<p>Student work is on display in classrooms and communal areas; appropriate celebration of student work and results takes place.</p> <p>Statements on confidentiality regarding student, staff and parent information appear in the Employee and Teacher Handbooks.</p>
Suggested Actions	None at this stage.

STANDARD F2 Effective communication processes shall foster a productive home-school partnership and a positive learning community.	
<p>F2a</p> <p>Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.</p> <p>F2b</p> <p>A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.</p> <p>F2c</p> <p>The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.</p> <p>F2d</p> <p>Opportunities are provided for parents to learn about the school’s educational aims, programs, and pedagogical approaches so that they can support student learning.</p> <p>F2e</p> <p>The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.</p>	
School’s Prior Comments	<p>AUS prides itself with having open and transparent communication with all stakeholders. This level of transparency is evident in our internal and external school structures. In addition to weekly communication in the form of newsletters and school updates, we also have parent conferences, Rediker portals that provide real-time information to parents about grades and social media feeds through Snap Chat and Instagram.</p> <p>The administrative staff, leadership team, and grade level chairs/content team leaders meet often to discuss horizontal and vertical issues that pertain to their respective content areas. These meetings ensure that communication is consistent and timely.</p> <p>2015-2016 brought the implementation of AUS’ Parent University (PU). This forum was created to bridge the connection between home and school. Parent University is held several times a year focusing on topics that are relevant and meaningful to parents. Data is collected at the end of each PU workshop to determine effectiveness and next steps.</p>
Visitor Observations	<p>Staff, students and parents at AUS are informed and have available to them appropriate sources of information and the ability to communicate. In any rapidly growing organization, communication is of utmost importance and this school appears to take this aspect seriously.</p> <p>Social media, newsletters and platforms are available to provide information at school, class and individual level. Parents reported the</p>

	<p>ease with which they were able to contact teachers and students similarly. Comments by students regarding the lateness that some evening assignments are set may show that school policy on the cut-off for this may not be universally being followed.</p> <p>The Parent University initiative should increase parent learning about AUS's educational aims, programs and pedagogical approaches.</p>
Suggested Actions	None at this stage.

STANDARD F3 The school shall offer effective programs and activities which complement the formal curriculum in supporting the school's Guiding Statements.	
F3a The development and delivery of the school's complementary programs demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.	
F3b The school actively supports the development of student leadership and encourages students to undertake service learning.	
F3c The school actively promotes and models global environmental awareness and responsibility across its community.	
F3d The school regularly evaluates its complementary programs to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.	
School's Prior Information	AUS has an array of complementary programs that support the AUS vision, mission and guiding principles. Our Recreation, Enrichment And Learning (REAL) afterschool program is designed to meet students' physical, social and academic needs. The middle school and Freshman Academy have Student Council organizations and are involved in KSA Sports membership, Spelling Bee, Math Olympiad and competitive swimming. We consistently strive to engage our students and improve our extra-curricular offerings.
Visitor Observations	AUS's Recreation, Enrichment and Learning Program (REAL) provides for a wide range of after school activities. This is a paid-for program that operates in three sessions a year in 8-week sessions, from 15:30 to 16:30 during the week. An Activities Coordinator develops this program. AUS is now affiliated to the Kuwait Schools Activities Association and participates also with other schools. National Day and other events complement the school day activities. Student Council positions provide for leadership skill development and for the organizing of student led activities.
Suggested Actions	None at this stage.

SECTION G OPERATIONAL SYSTEMS

Note: The term “governing body” includes any school ownership structure.

STANDARD G1	
The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school’s programs.	
<p>G1a The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school’s short and longer term financial health and which ensure appropriate allocation of funding.</p> <p>G1b After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programs necessary to put the school’s Guiding Statements into practice in an effective way.</p> <p>G1c Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.</p> <p>G1d The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programs.</p> <p>G1e Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.</p> <p>G1f The insurance program is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.</p> <p>G1g Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.</p> <p>G1h An annual, external audit of the school’s finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.</p>	
School’s Prior Comments	<p>The governing body reviews budget, cash flow and overall financial statements quarterly with the Founding Director, Finance Staff as well as the UEC owner representative. These lively meetings are full of healthy conversations on allocations of funds to benefit all aspects of the total school operations. Because the school facility has not been completed, the operational and capital expenses are reviewed frequently. Approval of budget revision are approved by the governing body. All student fees are posted on the school website and updated as necessary. Additional revenue streams are available to the school from rental income of the auditorium, gym, and other parts of the facility, as well as after-school activities.</p> <p>Comprehensive insurance coverage is available for the school community and plans for additional coverage of an evacuation plan is being reviewed. An annual audit is conducted by external auditors Ernst & Young during October-November. The audit report is reviewed and discussed by the governing body, Founding Director and action is taken accordingly.</p>
Visitor Observations	The school finances in this newly established school are healthy with abundant and well planned resources provided by the owners to set the groundwork for a state of the art PreK-12 school that will meet the needs

	<p>of students in Kuwait for the 21st century. The Director and the owners oversee the budget, cash flow, financial reports and short and long-term projections, which were clearly available for review. There is no long-term debt that is serviced by the school because the UEC (United Education Company) has planned for, and absorbs, the expected shortfall in the short term until the school meets its enrollment goals. A 10 year plan is in place with revisions made annually as needed especially since the final completion of the building is still in progress which involves additional capital and operating expenses. The owners are pleased with the progress of school, programs, and growth and are solidly committed AUS by word and deed.</p> <p>At this time, the finances are overseen by the AUS Assistant Finance Director in consultation with the Finance Director of the UEC. In addition, the finances are independently annually audited by Ernst and Young, with inventories in place and current. Comprehensive insurance plans are in place for effective risk and liability coverage.</p> <p>Fundraising has not been deemed necessary at AUS since it is privately owned and the owners have invested, and committed, resources to meet the educational objectives established by the school.</p> <p>School fees are approved by the Ministry of Education, as required by law, and can be adjusted every five years. Parents are clearly aware of the fees and the payment schedule prior to enrolling.</p>
Suggested Actions	G1a: Continue to monitor the enrollment trends and annually review, and adjust, the long-term plan as needed.

<p align="center">STANDARD G2</p> <p>Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programs required to put the school's Guiding Statements into practice.</p>	
<p>G2a The school's facilities/equipment provide for effective delivery of educational programs and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.</p> <p>G2b Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programs.</p> <p>G2c Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.</p> <p>G2d If the school admits handicapped students or personnel, all reasonable provision is made for them.</p> <p>G2e Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.</p>	
<p>School's Prior Comments</p>	<p>The school maintenance team is available from 6:00 a.m.-6:00 p.m. 7 days a week to provide daily inspections of indoor and outdoor equipment, lighting, air quality, AC cooling and heating. Generator backup to continue the operational functions of the school is available in case of an electrical outage. Staff report repair needs via an online (intranet) SharePoint reporting system. Other contractual services have been acquired for those school systems not currently under warranty: pool, water filtration, electrical doors, etc. The school is handicapped accessible.</p> <p>The AUS Technology Department provides technology support and services to students, faculty and staff. This small staff of 4 full-time staffers maintain the network, provide training, while also operating a full-time on call help desk.</p>
<p>Visitor Observations</p>	<p>AUS is a facility at the highest standard of aesthetic, artistic and technology-driven planning. Its colors and shapes are inviting and meaningful. Its spaces are large, functional and welcoming and they support the delivery of an educational program at the highest level.</p> <p>Written policies and effective practices are in place for the regular and preventative maintenance of all systems. Experienced, qualified and conscientious staff monitor these systems on a daily, weekly or periodic basis with adequate staff to successfully implement necessary work and monitor for problems. External supervised sub-contractors are hired to maintain the swimming pool, the landscaping, pest control, sliding doors and other functions as necessary. The school is disability-accessible with ramps and elevators.</p> <p>Staff has received professional development and training to manage these more complicated systems. Staff that were surveyed and interviewed felt supported and adequately trained to feel competent with their responsibilities.</p> <p>Technology support is adequately provided to faculty, staff and students. Cleaning products are eco-friendly and paper products are biodegradable. The school is exceptionally well maintained and cared for.</p>

Suggested Actions	None at this stage.
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<p style="text-align: center;">STANDARD G3</p> <p>The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.</p>	
<p>G3a School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.</p> <p>G3b Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.</p> <p>G3c An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.</p> <p>G3d Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.</p> <p>G3e Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.</p> <p>G3f Effective measures, including regular rehearsals, are in place to address emergencies requiring “safe haven/lock down”.</p> <p>G3g The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.</p>	
<p>School’s Prior Comments</p>	<p>Health and safety certificates are on file from the various Ministries of Kuwait that indicate AUS adheres to agency codes. Fire and safety certificates are posted as required and fire alarms are regularly inspected by local authorities. School fire drills, shelter-in-place drills, and evacuation procedures are regularly scheduled. All procedures are outlined in the Emergency Planning and Crisis Response Manual for lockdown, bomb threats and severe weather and natural disaster plans as well.</p> <p>The fully equipped school clinic is staffed with two full time nurses to monitor the health of students and staff.</p> <p>When the facility is fully operational, AUS will be the only school in Kuwait to use Solar Power to provide energy for designated classrooms, i.e. High School Science Labs.</p>
<p>Visitor Observations</p>	<p>The Supervisor of Security and Transportation supervises all safety and fire drills in accordance to Ministry of Education regulations and upon advice of the American Embassy. Fire, lockdown and evacuation drills are practiced on an “announced and unannounced” basis with the coordination of the school busses that block streets to provide safe egress.</p> <p>Health and safety certificates are on file from all required ministries. AUS will be the only school in Kuwait to utilize solar panels, which have been installed on the roof and will support energy for designated classrooms and serve as a teaching tool also in science classes.</p>
<p>Suggested Actions</p>	<p>G3e: Continue to explore the shatter-proof coating of the glass doors in the ES to classrooms.</p>

STANDARD G4	
The school shall provide or arrange for auxiliary services as required to support its declared objectives and programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.	
<p>G4a Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.</p> <p>G4b Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – program continuity under exceptional circumstances.</p> <p>G4c Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.</p> <p>G4d School premises are kept in an acceptably clean state at all times of the school day.</p> <p>G4e School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities program. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.</p> <p>G4f Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.</p> <p>G4g Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.</p> <p>G4h Support staff members and employees provided by contracted suppliers make a positive and well-appreciated contribution to school life.</p>	
School's Prior Comments	<p>The cafeteria is fully licensed by Ministry of Health and adheres to all requirements for proper safety and hygiene. The Cafeteria is led by an Executive Chef and a cafeteria team from a sub-contractual catering company. Food are nutrient dense, organic when possible, highly focused on vegetables and varied sources of protein and meals made fresh daily. No processed foods, mono-sodium glutamate, sodas, boxed juices, candy bars etc. Food items are primarily raw, baked, broiled, or boiled with a respect of food intolerances and allergies.</p> <p>The head of Security & Transportation works closely with local authorities and the American Embassy to secure the facility and provide emergency support if required. The sub-contractor (UFM) provides the requested amount of employees for cleaning and security as required. This number continues to increase as the school facility reaches completion and additional personnel are necessary. The sub-contracted cleaners are supervised by two cleaning supervisors, as well as an AUS staffer. The sub-contracted security staff is supervised by one security supervisor and two AUS staff members.</p> <p>Our sub-contracted employees are valued and integral to the operation of AUS. The AUS school community recognizes them twice per year for their contributions to our students.</p>
Visitor Observations	<p>The fleet of new school busses, vans and vehicles are inspected daily and the school-employed drivers are vetted with thorough background checks. All students who are transported daily by school bus are accompanied by a teacher to and from school. Two drivers also accompany all school field trips.</p> <p>The cafeteria is sub-contracted to an outside vendor who works under the supervision of the school employed chef. A nutritionist has been a</p>

	<p>volunteer consultant prior to this year and that loss was noted by several parents who saw the variety of vegetarian choices limited this year. High quality, fresh, low sodium and organic (if available) food is prepared daily with sensitivity to food allergies and cultural preferences. Written policies are in place for foods that are brought into the school from home, which exclude sodas, candies and other high-fructose products.</p> <p>Support staff report that they feel valued and appreciated by the faculty, administration, students and parents.</p>
Suggested Action	<p>G4h: Recognizing that it is difficult to please everyone, continue to survey the community to gather input on dietary preferences and needs, so that the community perceives that they are being listened to and that contracted suppliers are making a positive and well-appreciated contribution to school life.</p>
<p><i>This concludes the School's Prior Information. Parts Two and Three are for the use of the Preliminary Visitors only. Thank You.</i></p>	

PART TWO

PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

During their time on site, the Visitors met with the

- Founding Director
- Chair and Member of the United Education Company
- Educational Leadership Team
- Curriculum Team
- Teachers and Support Staff
- Maintenance and Administration Staff
- Student Council Representatives
- Parent representatives, from the AUS Advisory Board and the PTSO

During these meetings, the Visitors were able to explain the accreditation process and discuss freely any aspect of the school.

The Visitors facilitated a full-day workshop to assist the school in preparing for Self-Study. This was attended by members of the soon to be appointed Self Study Steering Committee, invited staff, parents and students.

As a result of the above, the Visitors have to come to the conclusion that the American United School, should proceed to the Self Study Stage of the Accreditation process.

PART THREE

FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF AMERICAN UNITED SCHOOL

The School's Strengths

- Visionary leadership both from the owners and the Founding Director who have a strong, positive and supportive relationship.
- The owners promote strong ethical values and compliance through appropriate, effective and committed oversight.
- AUS is a facility at the highest standard of aesthetic, artistic and technology-driven planning. Its colors and shapes are inviting and meaningful. Its spaces are large, functional and welcoming and designed to support the delivery of an educational program at the highest level.
- The school finances in this newly established school are healthy with abundant and well planned resources provided by the owners who are pleased with the progress of school, programs and growth and are solidly committed to AUS by word and deed.
- There is no long-term debt for which the school is responsible and the owners have a commitment to a 10-year investment plan.
- Supportive parents who have high expectations of what the school can provide and are willing to become actively involved.
- A hard-working, committed and caring faculty.
- Individual attention is ensured by small classes supported by co-teachers.
- Teacher-student ratio is sufficiently low at this time to easily accommodate expected growth.
- Salary and benefits are highly competitive for the country and region.
- AUS effectively manages all ministry regulations. They also use an outside documentation agency to facilitate the process of legalizing US citizens' documentation.
- The thought that has gone into the care and well-being of all employees was commented on by many.

Key Areas Needing Attention

Related to Section A

School Guiding Statements

A1b: Establish monitoring procedures so as to show the extent to which the school's Guiding Statements enjoy a high degree of support from stakeholders.

A1d: Carry out periodic, data-driven reviews of the school's Guiding Statements that involve the broad school community and which ensure that the statements remain vibrant and relevant.

A1e: Assess the school's success in achieving its aims as laid out in its Guiding Statements.

A2a: Create an engaging and contextually appropriate definition of internationalism/interculturalism (global citizenship) in education.

A2b: Put the definition of internationalism/interculturalism (global citizenship) in education into action, both inside and outside the classroom, as evidenced by impact on students.

A2c: Express the school's commitment to internationalism/interculturalism (global citizenship) in education through as many avenues as possible.

A3: Continue to develop the fostering of the traits of responsible global citizenship in students, as expressed in the AUS vision.

Related to Section B

Teaching and Learning

B1a: Align the school's curriculum design, actual teaching practices and actual student learning experiences with its mission and vision.

B1b: Complete the provision of a comprehensive set of teaching and learning policies to support the school's curriculum and programs.

B3: Continue the planning and writing of the curriculum addressing all aspects considered in this standard, using a management system that makes the process more efficient and effective.

B4: Continue the work underway so that students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

B5d: Ensure that the faculty has an avenue for input into the planning of professional development activities.
B5e: When planning for professional development, ensure that needs are also identified through analysis of student achievement, review of school goals and the faculty appraisal process.
B6: Create common understandings of teaching and learning methods, particularly as this relates to the statements in the Mission.

Related to Section C

Governance and Leadership

None.

Related to Section D

Faculty and Support Staff

D1e: Continue to aggressively pursue all recruiting avenues to increase the pool of high quality candidates who might be good matches for a position in this region.

D5a: Continue with the implementation of the appraisal system for all employees to improve teaching and learning for all.

Related to Section E

Access to Teaching and Learning

E1b, E2c: Consider adding to the support options for admitted options with identified the learning needs.

E4e: Continue to review and evaluate the formal counselling program to meet the developmental needs of all students in a systematic way – especially with the emergence of the HS program.

Related to Section F

School Culture and Partnerships for Learning

None.

Related to Section G

Operational Systems

G4h: Recognizing that it is difficult to please everyone, continue to survey the community to gather input on dietary preferences and needs, so that the community perceives that they are being listened to and that contracted suppliers are making a positive and well appreciated contribution to school life.

The Visitors' Overall Recommendation and Suggested Timeline

The Visitors therefore recommend that the American United School

<i>Suggested Timeline – American United School</i>	
Immediately	Set up all committees and begin the Self-Study. Put an early emphasis on Part One and Section A of Part Two.
6 October 2017	Complete and distribute the Self-Study Report to CIS/MSA
Friday 17 November – Thursday 23 November 2017	Host the Team Visit.

Suggestions concerning the Future Visiting Team

<i>Recommendations on the Composition of the Future Visiting Team to the American United School</i> (Following discussions between the Visitors and the Head of School)	
Number of team visitors (including Team Secretary)	(4+4+1=9)
Number of campuses to be covered	1
Number of students on roll at time of Visit	750
Student age range	3-17
Curriculum	American
National curriculum cover required?	
Languages to be covered by bilingual team members	Arabic
Special emphases (if any)	ICT and technology used for learning
Any country/city vetoed?	At present, the following countries are vetoed: Afghanistan, Bangladesh, Ethiopia, Iran, Iraq, Pakistan, Syria, Yemen, Israel (no visitors to have a passport stamped by Israel)
Nationalities that would have difficulty obtaining visas to enter host country	The following is a list of nationalities that CAN obtain a visa on arrival, at present: USA, UK, France, Italy, Germany, Canada, Australia, New Zealand, Japan, The Netherlands, Belgium, Luxembourg, Switzerland, Austria, Sweden, Norway, Denmark, Portugal, Ireland, Greece, Finland, Spain, Monaco, The Vatican, Iceland, Andorra, San Marino, Liechtenstein, Brunei, Singapore, Malaysia, Hong Kong, South Korea, China, Poland.

	GCC nationals are able to enter Kuwait without a visa, at present.
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Closing Remarks

The American United School, in its third year of operation, is a school well placed to use the accreditation process to establish its norms and operating procedures. The progress that this school has made in establishing itself is remarkable, brought about by a mixture of strong leadership, hard work and purposeful investment. This has been achieved while also designing, building and moving into a facility of the highest standard – its spaces are large, functional, extremely well thought out with colors and shapes that are inviting and meaningful, designed to support the delivery of an educational program at the highest level.

AUS has set itself, in its Mission and Vision, high standards to live up to. It will be necessary to re-visit these guiding statements to ensure that the meanings and emphases are clear to the community, thus ensuring the support of all and subsequently getting the most out of the Self-Study process.

There will be a need to continue the work done on the curriculum, teaching practices and student learning. The Visitors were impressed by the hard work, careful planning and implementation that has been done in so many areas of the school, including the curriculum, teaching and learning, many procedures and policies, operational aspects within the building and in the transport areas, the cafeteria's intentions and many more.

The Visitors thank the entire staff at AUS for their hospitality and openness. We were met with frank responses of a school that knows itself and the task to be done. We wish everyone, staff, students, parents and the entire community, every success with this visionary enterprise.

Respectfully submitted to CIS, 6 April 2016

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Council of International Schools

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and Head
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Schools