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IB DIPLOMA PROGRAM ADMISSIONS COUNSELING POLICY

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Mission

At the American International School · Vienna, we empower each student with the skills and character strengths necessary to be positively impactful global citizens who strive for personal growth and excellence in an ever-changing world.

Vision

A community of innovative learners realizing their chosen futures with courage, curiosity and joy.

Core Values

Respect: We will be kind, considerate, inclusive and thoughtful in our interactions with others and the environment.

Aspire: We will pursue our passions (and interests), imagine possibilities, and make them real.

Achieve: We will strive for personal growth, always applying effort and ingenuity to the best of our ability every day.

AIS supports and encourages the participation of all students in the IB Diploma Program to the extent that it supports their personal and academic goals. This may include individual challenges, such as engaging with one or more IBDP courses, or full participation in the IB Diploma Programme, in order to gain entrance to a specific university. Course students are also encouraged and supported to take on all parts of the IBDP Core: Extended Essay (EE), Creativity, Action, Service (CAS), and/or Theory of Knowledge (TOK) as we recognize the individual benefits for all students in doing so.

AIS takes the following into consideration when advising students toward a personalized IB Diploma Programme that best suits their needs.

I. Academic Achievement

- a. For returning students, the school requests recommendations from teachers for appropriate courses for the Diploma Programme in late Winter/early Spring.
 - i. Where a student desires a certain course and level which is not recommended, the counselor, student, parents, teacher(s), and in some cases Dean of Curriculum/IBDP Coordinator, will be involved in goal setting for the remainder of the semester as well as any additional preparation suggestions for undertaking this challenge. A signature from both the student and parent is required acknowledging that the student is enrolling outside of the school's recommendation.
 1. An additional check-in will take place with the counselor, Dean of Curriculum/IBDP Coordinator, student, parent with feedback from the teacher at the end of 10th grade to review progress and set a plan for the summer, as needed.
 2. Student progress will also be reviewed by the Student Support Team¹ at the end of the fall semester of year 1 of their Diploma Programme. If students are not meeting expectations and requirements, further intervention will be encouraged. This intervention could include:
 - a. Enrolling in Study Skills
 - b. Working with counselors to create a plan for program management, tutoring, or other support services
 - c. Exiting the program
 3. Student progress will be reviewed again by the Student Support Team at the end of their year 1 of the DP, at which time teachers submit early predicted grades for each student from evidence gathered throughout the year.
 - a. Where a student is failing an academic course, this is a strong indicator that the student will not earn the IB Diploma. As such, the student may be exited from the full IB Diploma Programme in order to focus on earning the necessary credits for the AIS High School Diploma
- b. For new students, the counselors and HS Principal will review the student's previous grades, recommendations and placement tests, alongside interviews with the students about their future goals, in order to determine the best program for each student.
 - i. Where a student desires a certain course and level which is not recommended, the counselor, student, parents, teacher, and in some cases Dean of Curriculum/IBDP Coordinator, will be involved in goal setting for preparation for undertaking this challenge. A signature from both the student and parent is required acknowledging that the student is enrolling outside of the school's recommendation.
 1. Student progress will be reviewed by the Student Support Team at the end of the fall semester of year 1 of their Diploma Programme. If students are not meeting expectations and requirements, further intervention will be encouraged. This intervention could include:
 - a. Enrolling in Study Skills
 - b. Working with counselors to create a plan for program management, tutoring, or other support services
 - c. Exiting the program

¹ The Student Support Team is made up of the Dean of Curriculum/IBDP Coordinator, counselors, Learning Support Specialist, and HS Principal.

2. Student progress will be reviewed again by the Student Support Team at the end of their year 1 of the DP, at which time teachers submit early predicted grades for each student from evidence gathered throughout the year.
 - a. Where a student is failing an academic course, this is a strong indicator that the student will not earn the IB Diploma. As such, the student may be exited from the full IB Diploma Programme in order to focus on earning the necessary credits for the AIS High School Diploma.

II. Language Requirements

- a. All students must demonstrate proficiency in the English language as the expectation is that all students enroll in an English A course and the program of study is in English except for Native language A or Language acquisition B courses.

III. Accommodations for Inclusive Access

- a. AIS counsels students to undertake the IB Diploma Programme at a level that serves their needs and long-term goals, whether it be the full IB Diploma or one or more courses for which they earn certificates.
- b. In order for students to reach their full learning potential, some require inclusive access accommodations in order to support one or more identified needs. For more information, please see the AIS IBDP Inclusion Policy.
- c. Accommodations can only be implemented based on psychological and/or educational recommendations. Accommodations differentiate how a student learns the material and is assessed. Modifications change what the student is expected to learn. Please note that modifications are considered only in extraordinary circumstances. For more information about whom we serve, please see the AIS IBDP Inclusion Policy.