



ISMK Education Resource

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The MK program wishes to express a sincere appreciation to the many individuals who have contributed to this resource over the years. ISMK was founded in 1972 and since that time, numerous people have developed ideas, refined the program, and brought new focus to the teaching. We are grateful to each and every one of you. This program would not be what it is today without you!

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Dear Missionary Family:

When you follow God's call to be a missionary, making decisions for your child's educational needs can be challenging. This resource is designed to help you learn about the schooling options available to your family, create a long range educational plan, and provide valuable resources regarding your child's education.

It is important that you begin to think about and understand your child's learning process and their long range educational needs. Your long range plans should consider your child's current grade through high school graduation. You will need to think about your place of ministry and how it may affect your child's educational needs.

Your field of ministry could partially determine the schooling options for your child. Some fields have readily available education options, while others are more limited. Depending on your length of service, you may need to use more than one schooling option for your child.

It is important for you to be a student of your child and know his/her developmental and educational needs. This will help you understand what kind of educational environment is suited for each child. Every child is different and may need a different option.

The MK Office is available to assist you as you research and plan for your child's education needs. We have access to education specialists and resources and want your transition overseas to be a smooth, positive one. Please feel free to contact our office with questions.

Here are some of the education services the MK Office provides to you and your family:

- Connection with on-field education specialists for most fields
- An education specialist who can provide phone or on-site testing for children with special needs
- Continuing evaluation for children with special needs
- Connect you with resources from other organizations to provide information and support
- Homeschooling helps (we can also communicate with state-side companies on your behalf)
- Provide schooling options and resources
- Assist with developing an Individualized Education Plan (IEP) if needed

Serving Your MKs,

The ISMK Team

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Education Plan Preliminary Questionnaire— “What is the best plan for my child?”

- What schooling options will be available during our term of service?
- How will I prepare for my child’s schooling overseas including: budget, curriculum, materials, records, testing?
- What is my “plan A?”
- If “plan A” doesn’t work out, what is my “plan B?”
- Do I think my child will come back to the US for college?
- What does returning to the US involve academically for my child?
- Will my child’s education involve an all English based educational system, or will it be a dual or national educational system?
- If we use national schools, what is the philosophy of the national educational system for achievement (child centered or system centered)?
- If my child has been in a national school and speaks another language, how does that affect/change their college preparation?

Schooling Options Defined

As you review this resource you will learn that there are usually several schooling options available for your child. Below we have listed and defined the main schooling options available to most of our families. Each of the schooling options below has a separate section in this resource providing you with questions to ask yourself if you are considering using that schooling type. We have also provided resources about each type of school with articles and websites with information for possible schools in your area.

National Schools (pg. 17): This term refers to local schools in the nation to which you are assigned. Most of these schools teach in the national language. National schools are a good option if your child is planning on pursuing further education overseas rather than returning to the US for college/university. The benefit of a national school is that they provide deep linguistic and cultural understanding.

International Schools (pg. 21): These private schools can be either secular or Christian and primarily enroll children of expatriates (including missionary, military, and business families) and some nationals. The curriculum is usually American or British and the schools often provide extracurricular activities.

MK Schools (pg. 25): These schools are usually managed by one or more mission organizations. The curriculum is often American and from a Christian world view. These schools can range in size from very small to large.

Boarding Schools (pg. 31): Some schools offer boarding/living accommodations to students whose families live a long way from the school. Families who do not have access to a local school and feel their child would do better in a classroom setting occasionally choose to send their child to boarding school.

Home/Internet/Correspondence Schools (pg. 37): This type of education involves one-on-one instruction from parent to child. It may also include internet classes. Curriculum is usually purchased from the US and can include some online courses. Families living in remote areas or who have children with special needs often choose homeschooling for their children.

College Preparation and International Baccalaureate Program (pg. 50): It is important for families to consider what steps need to be taken to prepare their child for college and possible transition back to the US. This section will help parents think through critical information to prepare their child for college.

The International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. Students will receive a diploma that would allow them to enter a university in their country of origin or give them access to virtually any university they might choose.

Language Schools: If you are required to attend language school before ministering full-time in your country, your Regional Office will most likely assign the school you will attend. It is standard for your MK(s) to attend a school nearby. Your Regional Office or Area Director will be able to give you information about your MK's education during your language school training.

Making An Educational Plan

The article below will help you think about an educational plan for your child. Read the article, look at the sample education chart and fill out a chart for your family (pg. 9).

Article: Parents Teaching Overseas June 1996

By Sharon Haag

Parents Teaching Overseas is a publication of the CHED Family Services Department. Permission is granted to copy.
www.iched.org

Family Education Plan

We believe when God calls parents into ministry with dependent children, He calls the whole family. The model of healthy family relationships can communicate biblical principles even when language barriers prevent verbal communication. Children can enhance your ministry—and God wants to use your ministry situation to enhance the development and growth of your children.

Schooling Options

The schooling options you choose for your children play a major role in who they become, “educating” them in areas far beyond academics. Each option has unique strengths and benefits, and the choices you make require as much prayer and wisdom from the Lord as any other ministry-related decision.

At different times in a family’s ministry responsibilities and at different ages or transition periods, different schooling options may be more helpful in a child’s development. Remaining open to reevaluating options and never saying “Never!” can result in more comprehensive preparation for life.

Home teaching is strong in opportunity to impart family values and in flexibility to meet individual learning and family needs. Using national schools helps children quickly learn the local language and build relationships in the community.

Small, multi-grade mission schools provide homey atmospheres for developing strong friendships and learning to be productive members of groups.

Larger school settings often provide instruction or mentorship in special ability areas as well as “halfway steps” to cultural adjustment in the passport country. Attending a secular school can develop strength for standing firm and can be a training ground for becoming “salt and light” in the world. Any school setting helps children learn to relate to authority figures other than their parents—a key skill in the world of work.

Every schooling option provides richness in ways others cannot. No one schooling option is broad enough to encourage development of all the skills, abilities, and attitudes you will want your children to acquire to be ready to live independently when that time comes. This is especially true if your children spend most of their growing up years in an isolated setting overseas and you want them to be prepared to live successfully one day in your home country. Above all, look for comprehensiveness and balance over your children’s total school career.

Planning Ahead

Many families facing schooling choices have been challenged and encouraged by developing a “family educational plan.” This helps them focus on their long-term values and goals for their children. It helps them to be aware and take advantage of the different schooling options that will support them in fostering this broad range of skills, attitudes, and values.

Getting caught up in day-to-day “survival” and just getting through the current year can make it easy to lose sight of long-term goals, to miss out on addressing some of the most important areas in which children need to develop. The family educational plan can help keep broad, long-term goals in view. In our workshops with parents we go through a procedure similar to the following. You may find it helpful to work through a similar process for your family.

First, we ask them to list goals they have for their children. List which skills, attitudes, and abilities do they want their children to develop, both to live richly in the overseas setting and to take with them when they graduate and move out on their own. These are some of the values/goals parents have listed:

Academic

- make good academic progress, to extent of abilities
- develop independent study skills and lifelong learning skills
- develop competence and ethics in use of technology
- be exposed to a variety of career options
- develop areas of giftedness

Cross-Cultural

- make national friends
- learn host-country language
- develop culture adaptation skills
- value host culture
- value passport culture
- have strong ties to people and places in passport country

Relational

- develop strong family relationships (including extended family)
- have good relationships with other members of the Body of Christ
- use personal gifts of service/ministry to the Body of Christ
- trust God in personal hardship; display perseverance

Work-Related

- be prepared for higher education institutions of choice
- be able to work under authorities who do not share the same values
- be able to work in groups (i.e. leadership skills and team work)
- develop good work habits

Life

- develop independent living skills for passport country
- be emotionally mature and stable; be resilient
- take advantage of unique host-country learning opportunities

Second, we discuss with parents how different schooling options might be particularly strong or weak in encouraging growth toward the goals they've listed.

Third, parents use a chart to plot what they anticipate the circumstances of their lives might be during their children's schooling years.

Directions for Completing the Chart (see sample chart below)

1. Write your children's names in boxes on the left side of the chart.
2. Across the top, list the school years (i.e. 2010-2011, 2011-2012, 2012-2013) from now through the time your youngest will graduate from high school.
3. In the "Task" row, jot down what you anticipate your ministry situation to be during each of those years (i.e. raising support, language school, first year in assignment, furlough, etc.)
4. In the row beside each child's name, note the grade or level he or she will be in each year (or age of preschoolers).
5. Now examine the columns under each year on the chart. What might your life look like that year in light of ministry, living, and schooling responsibilities? What schooling options do you think you can handle, and which might best meet the needs of each child and your goals for him or her that year? Keeping the answers to these questions in mind, write the options you think you might choose each year in the row beside each child's name.
6. Discuss the chart as a couple. Be open to reevaluate and make adjustments as circumstances and needs change.

Sample Educational Planning Chart:

School Year	2010-2011		2011-2012		2012-2013		2013-2014	
Task	Itinerating		Language School		On Field		On Field	
Child	Grade	School?	Grade	School?	Grade	School?	Grade	School?
John	11	Public	12	Home school				
Sue	10	Public	11	Home school	12	MK School		
Mary	9	Public	10	Home school	11	MK School	12	MK School

Issues to Consider

The early years in ministry are the best time for children to learn the national language and build relationships in the culture. Also, if they will be living away from their parents later on, it helps them feel more involved in the ministry if they know the people their parents are ministering to and understand what their lives are like.

Relationships: Research on hundreds of adult MKs from many missions showed that those who felt they were involved in their parents' ministries had better life satisfaction as adults. Further, the research showed that living at boarding schools was not a significant factor in relation to later life satisfaction. Of far more significance was the quality of a child's relationship with his/her parents.

Identity: The teen years are key in the process of identity development. Many parents find that when their child attends a national school or is isolated from home country peers during teen years, that child does not want to identify themselves as citizens of their passport country as adults. Building close relationships with a variety of Christian adults helps teens "separate" from their parents and encourages them to claim Christian beliefs and values as their own as they see them modeled in other adults they admire.

Itineration: Make careful notes when your itineration will fall in each child's schooling. List goals that need to be addressed during itineration. What goals cannot be addressed nearly as well in the overseas setting? Many MKs find the middle school/junior high years the most difficult for adjustment in US school settings. What can be done to improve those difficulties? (i.e. Help children build strong friendships in that setting and a history of successful adjustments during earlier furloughs; select the school setting or option with special care; time the furlough differently for more vulnerable children, etc.)

Transitions: Pay special attention to the last year of high school and first year of college. Most MKs want to spend their last year where their friends are and graduate with them. They also seem to need easy access to strong parental support during the first year of college. It may not be possible for families to time itineration to meet these needs/desires for each of their children.

- What can be done to prepare MKs to make this transition without your physical presence?
 - Build strong relationships during earlier itineration with families whose values you share and who could "adopt" your children if you're not there
 - Allow your child to spend the summer before the final year living with a family in your home country where he or she could hold a job, open a bank account, live on a budget, get a driver's license
 - Practice many of the independent living skills which will be needed for that transition

Every situation is different and every child is different. What one family chooses may not be the best for another family. Praise God we have His Spirit to guide us in the overwhelming task of raising our children to honor Him! What a comfort to know He promises us wisdom but doesn't expect of us perfection. He is able to take both good and bad decisions and use them to help us grow as a family so we may also more effectively serve Him as a family.

My Child's Long Range Educational Plan

Use the space below to list goals for each child. You can make copies of this page for multiple children.

Academic Goals:

-
-
-
-

Cross-Cultural Goals:

-
-
-
-

Relational Goals:

-
-
-
-

Work/Career Goals:

-
-
-
-

Life Goals:

-
-
-
-

My Child's Long Range Educational Plan

Use the blank chart below to fill in each of your children's names and grades and what type of schooling you anticipate using for each school year. You can make copies of this sheet for additional years or numbers of children.

School Year						
Task						
Child	Grade	School?	Grade	School?	Grade	School?

School Year						
Task						
Child	Grade	School?	Grade	School?	Grade	School?

Building Your Child's Education Portfolio

A portfolio is a collection of your child's school work, test scores, and school calendars. It is very important for you to create a portfolio for each child, even if he/she is not homeschooled. If school records are lost, if a school closes, if you are forced to evacuate a country, or if you are relocated it will be critical to keep the information listed below.

Your child's portfolio will be used for multiple purposes including: assessment for grade placement in a US school, college application, work application to show experience, etc. When you return to the US and the public school system assesses your child, a portfolio will give them a complete picture of your child's strengths and weaknesses.

Why do I need an education portfolio for my child?

- Current trends in US education
 - complete, accurate assessment
 - demonstrating an understanding of content
 - showing multiple areas of strength/intelligence
- Provides a true picture of child's overall performance
 - shows more than percentages and test scores
 - shows an overall picture
 - shows child's unique personality beyond academics
- Provides growth comparison
 - evaluation tools: Where am I? Where have I been?
 - builds self-worth and confidence/promotes personal growth
 - highlights personal strengths
- MK implications
 - records child's work/builds and preserves memories
 - assists home schooling parents with planning
 - bridges the gap for national schooling families

How can I use my child's portfolio?

- During furlough
 - assists in school placement of children
 - helps school understand child's educational background
- During reentry
 - college admission
 - placement—helps college advisors and guidance personnel
- In applying for jobs
 - demonstrates skills and experiences
 - some professions require it

How do I start building my child's portfolio?

- Start by keeping general information about each school your child attends. This information should be kept in a safe place with other important documents like passports and birth certificates. We also recommend you save this information electronically and give a backup copy to a family member in the US.
 - Name of school
 - Address
 - Phone and/or website contact
 - Dates your child attended that school

- Items to keep in your child's portfolio:
 - Official yearly transcripts and report cards
(Copies should also be stored with other important family documents.)
 - Samples of your child's work from each year of school
Here's an example of items you could keep in the portfolio:
 - 4-5 samples of math worksheets
 - 4-5 writing samples from English and/or other language classes
 - Photo or documentation of science fair projects
 - Samples of projects or writing samples from history, government, civic classes
 - Examples of extra-curricular activities (i.e. awards, photos, etc.)
 - Samples of artwork or creative projects

It is not necessary to keep large quantities of each child's work. You should keep a sampling each year that shows the child's growth and progress and the classes and activities in which he/she was involved. Be sure to make a plan about how you will store each child's portfolio and transport that content when you travel to and from the US or other countries.

(See pg. 43 *Placement Testing* article for more details about portfolio content.)

Budgets & Education During Itineration

Your Education Budget

As you plan your missions budget, it is important that you do some research for your child's education costs. Once you have chosen a schooling type for your child, your Area Director should be able to provide a rough amount for schooling costs. We recommend that you add extra funds in your budget in addition to tuition costs to fully cover your child's education costs. For example there may be additional costs for things like extracurricular activities, field trips, school fees, language study, and application costs.

Most cost information should be readily available on the school's internet site or by emailing the school directly. Our minimum recommendation for education costs is \$3,000 per year, per child. This amount may be greater depending on tuition costs per school, but we do not recommend you budget below this amount.

Homeschooling costs can be different than traditional school options. It is important that you communicate with your Area Director and/or Regional Director about what education supplies are covered in your budget. Some costs you may be approved to include in your homeschooling budget include: curriculum and shipping costs, customs/import duty charges, computer, DVD player, extracurricular activities, internet for online school, etc. You want to make sure you budget enough for each child and all the costs associated with homeschooling. Keep in mind that even if you have homeschooled in the US, your costs will most likely be higher teaching in the same format overseas.

Education During Itineration

Before returning to the US it is important that you make a plan for your child's education during itineration or any long-term stay in the US.

If you have been homeschooling your child while living overseas you may choose to continue homeschooling during itineration. However, you may be responsible for homeschooling costs out-of-pocket while residing in the US.

If your child has been attending a national school it will be important to prepare them for the transition to a US public school if you choose that option. Your child will need to be able to read, write, and speak fluent English to enroll in the US public school system.

Consult your AGWM Missions Manual and Regional Office for the most up-to-date policies on education expenses while on itineration. You should plan several months before your return to the US what type of schooling option you will choose for your child and research needed information to enroll them in school either prior to, or upon your return.

Educational Planning Seminars

There are a number of organizations that provide educational planning seminars to help you understand your child's special learning style and needs and help you determine the best direction for your child's education. Costs for some seminars may be (00) approved expenses. Check with your Area or Regional Office, or AGWM Financial Processor for details about what is approved.

Interaction International:

Interaction International hosts two Prefield Educational Planning Seminars annually. They are designed to help parents make decisions about their child's education overseas. This seminar is open to missionaries from any denomination. Seminars address issues like: What educational option is best for our children? How can we use the national schools successfully? How can we develop a workable educational plan for our family that fits our goals, values and ministry? How do we get started in homeschooling? How do we choose a curriculum? How can we prepare our children for the transitions they will make in leaving this culture and entering a new one?

www.interactionintl.org

SHARE:

SHARE offers conferences throughout the year and throughout their target region. Conference details are available on their website. At SHARE conferences, you will find information about educating children in a cross-cultural context. These are offered through workshops, resources, and private consultations with educators. In addition, SHARE provides educational assessments for children using achievement or diagnostic testing and by gathering qualitative information from parents and teachers. When possible, they provide a program for children while parents are in workshops.

www.shareeducation.org

AERC:

AERC was created to provide critically needed educational services and support to Christian worker families in Asia, particularly to those who are using nontraditional educational methods such as homeschooling, national schools, or online schooling to educate their children. AERC provides family education conferences in Chiang Mai, Thailand and various other Asian cities. Conferences include workshops, personal consultations, testing services, and resource centers. More information is available at their website.

www.asiaerc.org

Children with Special Education Needs

The ISMK Office has access to resources and education specialists for your family, including if you have a child diagnosed with special needs. We can connect missionaries to resources for diagnostic testing if your child is having difficulties and you are concerned he/she may have special needs. We can also connect you to resources to help you with continuing evaluation of your child's needs.

Assemblies of God World Missions has missionary families living all over the world whose children have special educational needs. We want you to know that you and your special needs child can succeed on the field. We are here to help provide support, resources, and direction for you and your family.

Some of the organizations listed in this resource provide testing, training, and resources to help families living overseas with children who have special needs.

SHARE Education Services

www.shareeducation.org

Laurel Springs School

www.laurelsprings.com

Please feel free to call the MK Office if you have questions about a child with special needs.



National Schools

Questions to Ask if Considering a National School:

- What is my purpose in choosing a national school? (National schools provide a broader, strong educational base)
- Is the school committed to individualized education and a child-centered philosophy?
- What is the education philosophy of that country? (i.e. politics, holidays, discipline, etc.)
- How will I parent my child through the national school process and make sure they learn appropriately?
- How are the discipline procedures different in the national school than what my child is acquainted with already?
- How will I make adjustments prior to enrollment so my child understands these differences?
- Is the school system a shame based system of educational motivation or is it encouragement based motivation?
- Am I willing to stay involved with my child attending national schools to assure a positive school experience for my child?
- How long do I plan to use the national school?
- Do I plan for my child to complete college in the national school system?
- If my children complete their education in a national school only, will it limit them to colleges and higher education only in that country?
- How will I prepare my child to transition to US schools on itineration?
- How do the international school grade levels and US school system grade levels differ?
- What type of curriculum is taught and how is it used? How does this compare to US curriculum?

National School Comparison Charts

The charts below are designed to help you compare the grade level system in the US with those of several other countries. This is not a comprehensive list, but will help you understand common educational systems. If you have specific questions about the country to which you are assigned, please contact the MK Office.

Age	USA	England/Wales	Scotland	France
4		Reception		Maternelle (age 3-6)
5	Kindergarten	Year 1	Primary 1	
6	Grade 1	Year 2 (Key stage 1 Test)	Primary 2	CP (Cours Préparatoires)
7	Grade 2	Year 3	Primary 3	CE1 (Cours Élémentaire)
8	Grade 3	Year 4	Primary 4	CE2 (Cours Élémentaire)
9	Grade 4	Year 5	Primary 5	CM1 (Cours Moyen 1)
10	Grade 5	Year 6 (KS2 Test)	Primary 6	CM2 (Cours Moyen 2)
11	Grade 6	Year 7 (KS2 Test)	Primary 7	6eme (Sixième)
12	Grade 7 (Jr. High)	Year 8	Secondary 1	5eme (Cinquième)
13	Grade 8 (Jr. High)	Year 9 (KS3 Test)	Secondary 2	4eme (Quatrième)
14	Grade 9 (High School)	Year 10 (O Level Exams)	Secondary 3	3eme (Troisième)
15	Grade 10 (High School)	Year 11 (O Level Exams)	Secondary 4	2onde (Seconde)
16	Grade 11 (High School)	Year 12	Secondary 5	1ere (Première)
17	Grade 12 (High School)	Year 13 (A Level Exams)	Secondary 6	Terminale (BAC exams)
18	University	University	University	University

Age	USA	Korea	Spain	Russia
5	Kindergarten	Optional Kindergarten	Educacion Infantil (Ages 3-5)	Kindergarten or Nursery
6	Grade 1	Institute of Music/Art	Primaria 1	
7	Grade 2	Need to be able to read	Primaria 2	Primary 1
8	Grade 3	Primary 1	Primaria 3	Primary 2
9	Grade 4	Primary 2	Primaria 4	Primary 3
10	Grade 5	Primary 3	Primaria 5	Primary 4
11	Grade 6	Primary 4	Primaria 6	Middle School 5
12	Grade 7 (Jr. High)	Primary 5	Secundaria Obligatoria	Middle School 6
13	Grade 8 (Jr. High)	Primary 6		Middle School 7
14	Grade 9 (High School)	Middle School 1		Middle School 8
15	Grade 10 (High School)	Middle School 2	Secundaria obligatoria 2 nd Cycle	Middle School 9
16	Grade 11 (High School)	Middle School 3		High School 10
17	Grade 12 (High School)	High School 1	Bachillerato 1 (College Prep)	High School 11
18	University	High School 2	Bachillerato 2 (College Prep)	University
19		High School 3	University	
20		University		

National School Resources

Association of Christian Schools International (ACSI)

Description: ACSI is the world's largest association of Protestant schools. It represents more than 5,300 schools worldwide in 100 countries.

Services: ACSI lists some national schools in its database. Click on "Find a School." Enter your country and city if needed. The search engine will pull up available schools in that area that are associated with ACSI. The national schools usually have names in a language other than English.

www.acsi.org

Eurydice Network

Description: The Eurydice Network consists of 35 national units based in all 31 countries participating in the European Union's Lifelong Learning program and is coordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels.

Services: Eurydice Network provides information on and analyses of European educational systems and policies.

http://eacea.ec.europa.eu/education/eurydice/index_en.php

******Note: Most of the resources available for national schools are found in Europe or parts of Asia. You will find few resources for national schools in other parts of the world as the schooling systems are not comparable or compatible with a US based educational system.***

International Schools

Questions to Ask if Considering an International School:

- What is my purpose in choosing an international school?
- Is the school committed to individualized education and a child-centered philosophy?
- What is the school's global education philosophy? (i.e. politics, holidays, discipline, combining of cultures in the classroom, etc.)
- How will I parent my child through the international school process and make sure they learn appropriately?
- How are the discipline procedures different in the international school than what my child is acquainted with already?
- How will I make adjustments prior to enrollment so my child understands these differences?
- Is the school system a shame based system of educational motivation or is it encouragement based motivation?
- Am I willing to stay involved with my child attending international schools to assure a positive school experience for my child?
- How long do I plan to use the international school?
- Do I plan for my child to complete college in the international school system?
- How will I prepare my child to transition to US schools on itineration?
- What are the differences between the international school grade levels and US school system levels?
- What type of curriculum is taught and how is it used? How does this compare to US curriculum?

International School Resources

US Department of State

Description: The US Department of State provides an international school listing for countries all over the world. This is an excellent resource for families considering an international school.

Services: After selecting a region of the world this website lists all the countries in which they have a recognized international school. Click on the country and find a list of schools and specific information about each school.

www.state.gov/m/a/os/c1684.htm

Directory of International and English Schools Worldwide

Description: Online directory of International schools, English schools, and American schools in Europe and throughout the world that offer an education in English, or a language foreign to the native country.

Services: The content has been supplied from the schools themselves either directly or from their websites. The list of schools is a side menu on each page.

<http://www.english-schools.org/>

International School Services (ISS)

Description: Since 1955 ISS has planned, designed, and managed schools around the world. In addition they provide support activities to existing independent overseas schools, ISS is a nonprofit corporation dedicated to excellence for children attending overseas schools worldwide.

Services: ISS currently works with over 300 schools. For details and locations of ISS schools, go to their website and click on "Explore Schools."

www.iss.edu

Quality Schools International (QSI)

Description: A non-profit group of international schools in Europe, Asia, and Eurasia. They have 35 schools in 25 countries and serve diplomatic, development, and business families.

Services: The mission of QSI is to keep the urge to learn alive in every child in QSI schools. QSI schools are established to provide a quality education in the English language for students in the cities they serve.

www.qsi.org

The Council of International Schools

Description: A not-for-profit organization of a worldwide international education community comprising over 650 member schools and 450 colleges/universities. It has experience in K–12 education in more than 100 countries. The home page has a search engine for associated schools.

Services: The central purpose of CIS is to enable member organizations to achieve and deliver the highest standards in international education and continually improve the outcome of student learning.

<http://portal.cois.org/wcm/cis/>

European Council of International Schools (ECIS)

Description: Founded in 1965, the ECIS is a global service membership organization that provides professional development opportunities to its member schools. ECIS schools are committed to the promotion of an international outlook amongst all members of their communities.

Services: For a list of ECIS schools, go to their website and click on “Search” and “Find Member School.” The site provides some details about each member school and links to the individual school websites.

www.ecis.org

MK Schools

Questions to Ask if Considering an MK School:

- What is my purpose in choosing an MK school?
- Is the school committed to individualized education and a child-centered philosophy?
- How will I parent my child through the MK school process and make sure they learn appropriately?
- Am I willing to stay involved with my child attending an MK school to assure a positive school experience for my child?
- How long do I plan to use an MK school?
- How will I prepare my child to transition to US schools on itineration?
- Is my child's MK school education adequate for them to attend a US college/university?
- Is this MK school accredited? If so, what organization is it accredited with?
- What type of curriculum is taught and how is it used? How does this compare to US curriculum?

Sample of MK/International Schools from AGWM Regions

Africa (Kenya):

Rift Valley Academy (Elementary and High School)

RVA is a Christian boarding school located in central Kenya. The academy, a branch of Africa Inland Mission International, exists to provide a quality education in a nurturing environment for the children of missionaries serving in Africa. The current student body of about 450 includes more than 20 different nationalities. The school is divided into two parts, the elementary portion, called Titchie Swot, and the high school. Each section has its own principal, who answers to the superintendent, who answers to the school board. Utilizing an American curriculum, and accredited by the Middle States Association, RVA is designed to prepare the children of missionaries for higher education in their home countries.

www.rva.org

Africa (Kenya):

Rosslyn Academy (K through 12th grade)

Rosslyn Academy provides a North American and Christian-oriented educational program for children of missionaries. Rosslyn also welcomes children from privately sponsored families who are in sympathy with the philosophy of the school. In 1976 and 1988 respectively, the Baptist Mission of Kenya and the Assemblies of God became co-owners and sponsoring agencies. Rosslyn was first accredited in 1992 by Middle States Association (MSA) and the Association of Christian Schools International (ACSI).

www.rosslynacademy.com

Asia Pacific (Guam):

Trinity Christian School (PreK through 12th grade)

Founded in 1980 by International Christian Assembly of God, (formerly Yigo First Assembly of God) Trinity Christian School is committed to providing an educational program that develops excellence in students academically, socially, physically, and spiritually. With approximately 380 students, TCS offers a high quality education to children in a Christian environment.

www.trinitychristianschoolguam.com

Eurasia (Turkey):

Oasis International School (1st through 12th grade)

Strengths of OIS include a small-school environment with school spirit and family involvement. They offer quality education in an atmosphere where strong character is taught and modeled. OIS utilizes an American-based curriculum that has been refined to reflect the Turkish environment in which they are located. Core subjects include English/Language Arts, Math, Science, and Social Studies. Other subjects include art, music, computers, library, Turkish language, religious instruction, and physical education.

www.oisankara.org

Europe (Germany):

Black Forest Academy (1st and 2nd grade-bilingual, 3rd through 12th grade in English)

Black Forest Academy (BFA) was founded in 1956 by TeachBeyond, formerly Janz Team Ministries. It is an international Christian school providing an English language education for grades 3 through 12 (grade 1 and 2 are bilingual). It serves the children of international Christian workers and international business families who want a North American curriculum that incorporates a Christian worldview. BFA has an enrollment of approximately 325 students, which include roughly 150 students in the residential boarding program for grades 7 to 12.

www.bfacademy.com

Latin America/Caribbean (Brazil):

Pan American Christian Academy (PreK through 12th grade)

PACA is a Christian, American international school located in the city of São Paulo, working with 350 students from different parts of the world with an American-style pre-school through high school education (offering a dual diploma for American and Brazilian universities).

www.paca.com.br

Latin America/Caribbean (Costa Rica)

Sojourn Academy (PreK through 12th grade)

Sojourn Academy and Rayitos del Sol exist to support world-wide missions. Sojourn provides quality education to MKs while their parents attend the Spanish Language Institute (ILE) in preparation to begin work on the mission field. They provide preschool services, as well as grades kindergarten through 12th grade.

www.sojournacademycostarica.com

Latin America (Ecuador)

Alliance Academy International (K through 12th grade)

The Alliance Academy International is a private, co-educational school located in Quito, Ecuador. It was founded in 1929 to provide an extensive US curriculum for the children of evangelical missionaries. There are 440 students in grades K–12. Today the AAI continues to offer a quality Christian, US style of education to students who come from a large variety of professional and cultural backgrounds. Alliance Academy International holds full accreditation with the Southern Association of Colleges and Schools and the Association of Christian Schools International.

www.alliance.k12.ec

Northern Asia (China):

International Academy of Beijing (Kindergarten through 12th grade)

IAB is a Christian school located in the heart of Beijing, China, serving the expatriate community. Many students' parents are involved in faith-based non-profit work in China, but others are diplomats, business people, and educators. IAB is licensed by the Chinese government to enroll only students whose parents hold foreign passports. Current enrollment, as of fall 2008, is approximately 260 in grades K-11. In March 2007 IAB was granted accreditation by the Association of Christian Schools International (ACSI) and in June 2008 was accredited by the Western Association of Schools and Colleges (WASC).

www.iabchina.net

MK School Resources

The Association of Christian Schools International (ACSI)

Description: ACSI represents more than 5,300 protestant schools worldwide in 100 countries. ACSI has 3,800 US member schools, with a total student population of approximately 690,000. Its mission is to enable Christian schools and educators to effectively prepare students for life.

Services: ACSI strives to enable and equip Christian educators and schools worldwide to effectively educate children and young people with the mind of Christ. The many programs and services offered are intended to enrich the teaching of Truth—God’s Word revealed through Scripture as well as through creation. The people of ACSI, in its Colorado Springs headquarters and the seventeen regional offices around the world, are eager to assist educators and schools in guiding their students to reach their full potential in Christ.

www.acsi.org

Network of International Christian Schools (NICS)

Description: The mission of NICS is to establish a worldwide network of international Christian schools staffed by qualified Christian educators, instilling in each student a Biblical world-view in an environment of academic excellence and respect for people of all cultures and religions.

Services: NICS has 20 schools in 16 countries and a growing number of students and locations. The website provides a search engine of NICS schools.

www.nics.org

International School Services (ISS)

Description: Since 1955 ISS has planned, designed, and managed schools around the world. In addition they provide support activities to existing independent overseas schools, ISS is a nonprofit corporation dedicated to excellence for children attending overseas schools worldwide.

Services: ISS currently provides services to over 300 international schools. Independent international schools rely on ISS for teacher and administrator recruitment, supply procurement, financial management, publications, and consulting. ISS school lists have several larger MK schools in its directory of international schools.

www.iss.edu

Boarding Schools

Questions to Ask if Considering a Boarding School:

- What is my purpose in choosing a boarding school?
- Is the school committed to individualized education and a child-centered philosophy?
- What is the school's global education philosophy? (i.e. politics, holidays, discipline, combining of cultures in the classroom, teacher interaction, etc.)
- How will I parent my child through the boarding school process and make sure they learn appropriately?
- How are the discipline procedures different in the boarding school than what my child is acquainted with already?
- How will I make adjustments prior to enrollment so my child understands these differences?
- Am I willing to stay involved with my child attending boarding school to assure a positive school experience for my child?
- How long do I plan to use the boarding school?
- How will I prepare my child to transition to US schools on itineration?
- What are the differences between boarding school education grade levels and US school system grade levels?
- What type of curriculum is taught and how is it used? How does this compare to US curriculum?
- How is the school calendar developed? (breaks, holidays, etc.) What is a sample of a daily schedule? (classroom time, home time, meal time, study time, etc.)
- Will my child thrive in a setting away from home and family?

Article: The Benefits of Boarding Schools

By Allison Miller

www.boardingschoolwizard.com

Whether you're exploring boarding schools out of an interest in a different type of educational environment, or because it's a family tradition to attend school away from home, there are many benefits to boarding school life. Some of the biggest boarding school benefits include:

Academic Challenge Boarding schools provide much more than an academically rigorous curriculum, although high academic standards and challenging courses are frequently the hallmark of a boarding school education. To be admitted, students need to demonstrate they can meet the high standards the schools set. But once in, they are often privy to an impressive selection of course offerings.

Round-the-Clock Learning Unlike in traditional public or private schools where teaching ends at 3:00, the learning in boarding schools continues long after the afternoon bell rings. The school day does not start and stop as it does in other scholastic settings. Whether during afternoon study sessions, in discussions over dinner, or as part of practice for the school play, students are constantly exposed to new information about the people and world around them.

Small Class Size The personal attention that is possible in a class with fewer students is another major benefit of a boarding school education. Teachers get to know their students extremely well, making it possible to provide one-on-one support and encouragement when needed. Likewise, students form close personal bonds, too.

Rich Extracurricular Activities While parents may worry about the supervision their child receives outside of the classroom, the truth is that boarding schools offer a wide range of activities to engage students during free time. From sports to art, music, special interest clubs and volunteer opportunities, students are kept busy from morning to night.

Family Atmosphere When students and teachers live and study together 24/7, close personal relationships are formed unlike any other at a traditional day school. Your roommates and classmates typically become life-long friends.

Supported Independence Although students who attend boarding school are generally more independent, almost out of necessity, they are rarely unsupervised. Learning to make smart decisions, in a safe environment, is another major benefit of the boarding school experience.

Relationships with Colleges Some, but not all, boarding schools have well-established relationships with college admissions offices, which may provide an advantage to boarding school students who choose to apply. This is more likely to be the case at college preparatory boarding schools, however.

Boarding schools provide a wealth of opportunities for academic learning and personal growth. Students who enter excited about the chance to be part of the close-knit community are those most likely to succeed.

Sample of Boarding Schools

Rift Valley Academy (Kenya):

(Elementary and High School)

RVA is a Christian boarding school located in central Kenya. The academy, a branch of Africa Inland Mission International, exists to provide a quality education in a nurturing environment for the children of missionaries serving in Africa. The current student body of about 450 includes more than 20 different nationalities. The school is divided into two parts, the elementary portion, called Titchie Swot, and the high school. Each section has its own principal, who answers to the superintendent, who answers to the school board. Utilizing an American curriculum, and accredited by the Middle States Association, RVA is designed to prepare the children of missionaries for higher education in their home countries.

www.rva.org

Dakar Academy (Senegal):

(K through 12th grade, boarding starts at 6th grade)

Dakar Academy was founded in 1961 by United World Mission. It is now co-owned by United World Mission, Assembly of God, and WorldVenture. The Southern Baptist Convention is also an associate member. DA is a college preparatory, co-educational boarding and day school program primarily for missionary children. Dakar Academy Boarding Program is accredited by the Association of Christian Schools International. It is the only accredited boarding program in Africa. Dakar Academy has approximately 250 students in its academic program, and over 40 students in boarding.

www.dakar-academy.org/

Faith Academy (Philippines):

(K through 12th grade)

Faith Academy is an international Christian K-12 school primarily serving the children of missionaries working in the Philippines and throughout Asia, and committed to equipping our students to be Christ-like, life-long learners. The school has two campuses, one located just east of Metro Manila and the second campus is situated in the southern Philippine city of Davao. FA is accredited through the Western Association of Schools and Colleges (WASC). Faith Academy boarding supports missionary families serving throughout Asia by providing quality care and nurturing in the school's boarding homes. Faith Academy sees these homes as one possible alternative in meeting the educational needs of missionary families.

www.faith.edu.ph/main/

Black Forest Academy (Germany):

(1st and 2nd grade-bilingual, 3rd through 12th grade in English)

Black Forest Academy (BFA) was founded in 1956 by TeachBeyond, formerly Janz Team Ministries. It is an international Christian school providing an English language education for grades 3 through 12 (grade 1 and 2 are bilingual). It serves the children of international Christian workers and international business families who want a North American curriculum that incorporates a Christian worldview. BFA has an enrollment of approximately 325 students, which include roughly 150 students in the residential boarding program for grades 7 to 12.

www.bfacademy.com

Alliance Academy International (Ecuador)

(K through 12th grade)

The Alliance Academy International is a private, co-educational school located in Quito, Ecuador. It was founded in 1929 to provide an extensive US curriculum for the children of evangelical missionaries. There are 440 students in grades K–12. Today the AAI continues to offer a quality Christian, US style of education to students who come from a large variety of professional and cultural backgrounds. Alliance Academy International holds full accreditation with the Southern Association of Colleges and Schools and the Association of Christian Schools International. The Alliance Academy International offers a residential program on the school's campus for secondary school students.

www.alliance.k12.ec

Boarding School Resources

Boarding Schools Info

Description: The Boarding Schools Directory is a large index of boarding schools on the web. Parents can search for boarding schools by categories such as by state, region, or type.

Services: Comprehensive guide to schools in the United States, and a growing directory for Canada, the UK, and other parts of the world.

www.boardingschoolsinfo.com

Boarding School Finder

Description: Boarding School Finder has over 3,000 boarding schools in 50 countries.

Services: Find boarding schools worldwide on the Internet Course Finders, your first information source online for boarding schools, hotel schools, language schools, and other international study programs.

www.boarding-school-finder.com

Boarding School Wizard

Description: Find details on boarding schools by college prep, K-12, middle and junior, military schools, summer boarding, and post graduate. Search from all boys, girls, and coed boarding schools by sports, arts, religious affiliation, and more. Request school info directly from the schools of your choice.

www.boardingschoolwizard.com

Home & Internet Schools

Questions to Ask if Considering Home or Internet Schooling:

- What curriculum will you use for homeschooling? (Appropriate for each grade level.)
- What kinds of records will you need to maintain?
- What ideas do you have on structuring or schedules for doing homeschooling?
- How do you plan on networking for social and emotional development?
- How will you help your child adapt cross-culturally?
- Will your child thrive/adapt to a daily environment where social interaction with peers is limited?
- List questions or ideas you have for more help on homeschooling.
- How do you plan to stay connected to the laws/state standards of the US for your transitions back to the States?
- What type of assessment or testing do you plan to do for your child in homeschool?

Article: *Homeschooling Guide*

By Ann Zeise and Carol Moxley

www.homeschooling.gomilpitas.com/index.htm

Note: This article is from a secular perspective and focuses on homeschooling in the US, but it offers good information.

What is homeschooling?

Definition

Homeschooling is a viable education alternative to institutional schooling. In compliance with state laws regarding this type of education, children learn under the general supervision of their parents. Parents and children, conferring with each other, assume control of the content of their learning. It is a complete substitute for institutional schooling.

There are other forms of alternative education that, though they may be called “homeschooling,” fall directly under the supervision of school personnel. Examples are independent study programs (ISPs) or some kinds of “visiting teacher” programs for the infirm. In contrast, while these plans may be called “homeschooling” or “home education” and involve the student learning at home, neither the students nor the parents have much control over the content. “Home Study” is often confused with homeschooling. Such programs are offered by school districts so that children confined to home or hospital because of illness or injury may keep up with their classmates in school.

Who homeschools?

People from all walks of life homeschool. Homeschoolers live in large cities, small towns, on farms and ranches, in mountains and deserts; homeschoolers live in families where mom stays home and dad works or vice versa; homeschoolers are blended families, two-parent families, single parent families, families that work from their homes or where both parents work and a grandparent takes an active role in the education process; families that are religious and those that aren't; families who have been in their country for generations and those that have recently immigrated; people who enjoy good health and those who live with disabilities. We are homeschoolers. We are your neighbors.

Why do families homeschool?

Ask ten home schooling families why they home school and you might get a variety of reasons. Usually it is the positive ways homeschooling benefits their families that keep them going. Here are just a few of those benefits:

- Continuing the parent-child relationship that has developed since birth. There is no reason to end this just because the child has reached compulsory school age.
- Better supervision over the content of their children's education—school can be questionable
- Better ability to meet the special needs or learning style of their children
- Concerns about the safety of local schools or the long bus rides to the schools
- The wonderful flexibility! Homeschooling allows for more frequent travel and for long periods of time.



How many people home school?

Because not all homeschoolers are required to register, it is nearly impossible to get an accurate count. About 350,000 children were being homeschooled. That estimate is now closer to 2,000,000. That's roughly 2 percent of the school-aged population of our country! A dramatic increase in applications from homeschoolers are being reported by colleges and universities as well. There is no question; home schooling is growing.

Legal Options

Is homeschooling legal?

Homeschooling is legal in all 50 US states. The laws vary from state to state. It is also legal or becoming more acceptable in all provinces in Canada, Australia, New Zealand, the United Kingdom, Puerto Rico, Japan, South Africa, and other countries. In some countries it is practiced illegally as homeschoolers work to change the laws.

What is the law where I live?

In some places there are requirements that you inform the government of your intent to home school in order to avoid truancy questions. In some areas you may declare your home a private school and thereby be exempt from government interference. In other areas, you must be supervised by a cover school.

You only need to concern yourself with the law if your child falls within the age range for compulsory education in your state. You may certainly live the home schooling lifestyle if your child is younger or older; you can just ignore any registration or reporting requirements.

Do I have to have a degree or special training?

Not usually, but credentialed teachers have it easy in some places: they may tutor their own children without any supervision in areas that require such oversight of non-credentialed home school parents. Most states don't even require a parent to have a high school diploma. One state requires a "How to Home School" course. Requirements vary from state to state.

What's the best source of legal information?

The people in your area. Local home schooling groups have experienced homeschoolers who will prove to be the best sources of information on how to meet the legal requirements in your school district. Be sure you have an experienced, reliable source for information. And remember: these people are not lawyers! It is up to you to read the law for yourself. After all, you are the one ultimately responsible for compliance.



Tips for Successful Homeschooling

There are several issues that you should be aware of when considering homeschool as an educational option for your children.

Experts say that among MKs, correspondence/homeschool works best if it is used as a *temporary* schooling solution, because the child needs more socialization opportunities than the correspondence or homeschool environment offers. Academically, MKs do fine in the correspondence/home school setting.

Studies indicate that children who have been in correspondence/home school for long periods of time have greater socialization problems than those in day schools or boarding schools. Social adjustments tend to be the most difficult adjustments MKs face already, especially when they return to the US for college and career.

To counteract the socialization problems, parents should provide daily and weekly social settings for their children. They can do such things as:

- Play host to the neighborhood children so that their children can have neighborhood children in and around the home.
- Take their children's peers with them on outings and field trips.
- Take their children to other children's homes to visit and play.
- Get their children involved in a church where they can have social interaction with their peers.
- Join clubs where their children will have social opportunities.
- Get their children involved in local sports, extracurricular activities, and summer camps thorough schools, churches, or clubs.

Learning disabilities are much more difficult to detect in children who are in correspondence/homeschool. It is important to discover learning disabilities and get help while the child is young—kindergarten and first grade. Parents should have their children periodically tested in an overseas MK school, an American international school, or if they are in the US, at a US public school, university, or private learning institution. If a parent suspects development issues related to a child's speech/language, the child should be evaluated by the child's pediatrician.



Testing for Homeschooled Students

While living overseas you are not held to state laws. However, when you return to the US you will need to show your child's portfolio to prospective schools so they will be able to place your child.

While living in the US home school laws in most states require assessment of basic skills. You will need to check state laws in the state which you are registered. We recommend yearly testing for your children and that you keep test results in your child's portfolio (see *Building Your Child's Education Portfolio* pg. 12).

For individual state laws on homeschooling go to the site below. Locate your state on the list at the left hand side of the screen. These links will give you information about the specific homeschool laws in your state.

homeschooling.gomilpitas.com/directory/Legalities.htm

Information on testing is available under "Testing Services" on the A to Z Home's Cool Homeschooling web site. Testing resources can also be ordered from this site.

gomilpitas.com/homeschooling/articles/010499b.htm

These sites provide resources for aptitude testing.

www.kidtest.com

sat.collegeboard.com/home

Sample of State Standardized Tests:

- Iowa Test of Basic Skills (ITBS)
- California Achievement Test (CAT)
- Stanford Achievement Test (SAT)
- Metropolitan Achievement Test (MAT)
- Science Research Associates
- Comprehensive Test of Basic Skills (CTBS)
- Comprehensive Testing Program (CTPIII)
- Wide Range Achievement Test (WRAT)
- Peabody Individual Test
- Woodcock Johnson Revised Tests of Achievement
- Pennsylvania System of School Assessment Test (PSSA)

Placement Testing

Article: *Parents Teaching Overseas*, June 1993

By Sharon Haag

Parents Teaching Overseas is a publication of the CHED Family Services Department. Permission is granted to copy.

www.iched.org

What tests should I give my children?

Most important in determining which tests to give your child is knowing the purpose you want to accomplish by the testing. Testing can be helpful toward several goals:

- Evaluating student progress in a particular academic area and keeping assessment records (progress reports, samples of work)
- Determining strengths and weaknesses so that curriculum can be adapted to meet individual needs
- Understanding approximately how a child will fit in academically according to home country standards
- Obtaining a measure of achievement that is understood and respected by home-country educators

Various kinds of assessments can be used to accomplish these purposes. To evaluate academic progress and understand strengths and weaknesses so that you can plan appropriate curriculum, it is most helpful to use informal inventories/evaluations and the kinds of tests that are included with the curriculum materials you are using.

Informal reading inventories are a valuable tool. Listening to a child read aloud helps determine if the selection is an appropriate reading level for him/her.

- Misreading five words per page (three for younger children) indicates the material is too difficult
- Reading with fluency and appropriate expression is a good indicator that the student comprehends the material
- Noticing the kinds of errors made gives direction regarding what kinds of skills need work

The “formal” tests at the end of chapters and units in textbooks can be used before material is studied in order to develop a more appropriate study plan. Not spending time on what the child already knows allows for much more effective use of the time that is available.

Take care to understand all the learning goals of a unit before skipping sections. For example, many children who can read selections from their reading program with comprehension need to read the selection anyway if a learning goal is to focus on elements of literature or writing with which they are not familiar.

At the same time, it may be possible to skip the word attack and comprehension exercises that go along with the lesson. Sections of practice problems in math may be skipped if the child clearly knows how to do them, but the word problems on those pages may need to be done to increase problem-solving skills.



Achievement Tests

If you wonder how your children compare to home country peers and you plan to return to your home country and enroll them in school, it is helpful to have them periodically take the type of achievement test typical in your home country. Some countries have a schedule for testing at particular ages, and you should follow that.

For countries that do not have assigned ages for testing, give a standardized achievement test the year before furlough. Doing it at the beginning of the school year gives opportunity to strengthen areas of weakness you discover (ones that perhaps have not been covered in the curriculum you are using, but are typically covered in schools in your home country).

Another reason for giving standardized achievement tests is that it helps your children to learn the typical kinds of test-taking skills they will experience in your home country. Also, national standardized achievement test scores are readily understood by educational personnel in home countries, so acceptance in schools is facilitated.

Portfolios

Formalized testing may not always be necessary. Even in Canada and the US schools are increasingly looking with favor on “portfolios”—samples of student work. Even if formal test scores are desired, it is nevertheless helpful to maintain a portfolio because it provides a teacher or school with so much more information than mere grades and test scores.

An important item to include in a portfolio is a writing sample. In order to provide useful information, the sample should show the process the student went through, not just the final product. First draft and revisions should be attached to the final copy to show the student’s progression through the writing process. If possible, have a sample from the beginning, middle, and the end of the school year so development of writing skills can be noted.

To show student comprehension of written material and the ability to respond in writing, include in the portfolio an essay test in any subject area. A research report or description and pictures of a student-planned and executed project gives good indication of ability to plan, research, organize, and present information in a clear and interesting manner.

These kinds of skills are increasingly being recognized as important. They provide information that cannot be ascertained if only objective, multiple-choice types of assessment are given and if “grades” or test scores are the only kinds of records available.

Home & Internet School Resources

SHARE Education Services

Description: In the early 1990's a group of international educators met together at a conference and realized that they were all attempting to resolve similar educational issues. Focusing on the needs of families in Europe, Russia, and Central Asia several of these educators formed a committee to study how the needs could be met. This led to the formation of SHARE Education Services, established as a non-profit organization in 1994.

Services: SHARE's main goal is to assist parents with the education of their children while the family serves cross-culturally. Offering counsel to parents is a major part of the work that they do. SHARE also offers conferences overseas. With limited access to educational professionals, parents often need encouragement and reassurance as well as information that will help them provide the best possible academic setting for their children. SHARE staff members are trained to ask relevant questions and offer appropriate options and resources so that parents can fulfill their own goals for their children.

www.shareeducation.org

Asia Education Resource Consortium (AERC)

Description: AERC was specifically created to provide critically needed educational services and support to Christian worker families in Asia, particularly those who are using nontraditional educational methods such as homeschooling, national schools, or online schooling to educate their children.

Services: AERC provides qualified and experienced staff in major cities throughout Asia; resource centers with lending libraries for books and teaching materials; Family Education Conferences in various Asian cities; personal consultation by email, visits, phone, internet messaging; testing services, including standardized tests and specialized individual tests; secure members-only website and members' forum.

www.asiaerc.org

Homeschool Legal Defense

Description: This website allows you to search by your state of residence to learn state education standards and homeschooling laws. Click on "About Homeschooling/Homeschool Laws" and click your state on the map.

Services: You can pay to be a member of this website, but can glean a lot of information about homeschooling laws without signing up for membership. Each state offers contact information where you can speak directly to someone who can answer your homeschool legal questions.

www.hslda.org

International Children's Education

Description: iCHED is an online resource for parents and teachers.

Services: Click on the "Parents" link for homeschool resources including articles, curriculum, and related links.

www.iched.org

A to Z Home's Cool Homeschooling

Description: Home education hub for information about curriculum, testing, and laws.

Services: Provides world-wide and regional support for homeschooling families. Also provides international homeschool legality issues.

homeschooling.gomilpitas.com/regional/Region.htm

3MOMS

Description: 3Moms was created by frustrated homeschool moms who wanted to provide solid information to help parents find the best curriculum and answer other tough homeschooling questions.

Services: Curriculum, blogs, articles, information about state laws, help with your child's portfolio, and more.

www.3Moms.com

You Can Homeschool

Description: This website provides helpful tips, links, and resources to homeschooling families.

www.youcanhomeschool.org

The 100 Top Picks for Homeschooling

Description: This is a book written by Cathy Duffy. She has written a number of books from a Christian perspective on homeschooling. This book walks you through understanding your child's and your own learning styles. It will help you learn to be a better teacher to your child. The last part of the book includes information on the top 100 homeschool curriculums with a synopsis of each and contact information for ordering that curriculum. This book is an excellent resource for families who have never homeschooled or who feel overwhelmed by the curriculum options and processes.

You can find this book and others at your local public library or purchase it online.

<http://www.grovepublishing.com/>: this website offers reviews and other information about Cathy's books.



Homeschool Curriculum and Correspondence Schools:

Top 3 Homeschool Curriculum Picks:

Sonlight: Homeschool curriculum for grades PreK through 12

Sonlight Curriculum is a Christian company specializing in literature-based homeschool curriculum programs. They provide complete curriculum packages and individual resources and materials so you can build the preschool or K-12 homeschool curriculum that best meets your family's needs. Sonlight is based in Littleton, Colorado and serves customers in over 150 countries worldwide.

www.sonlight.com

A Beka Academy: Homeschool curriculum for grades PreK through 12

The *A Beka Book* approach to Christian education keeps learning lively, interesting, and memorable. Over 800 textbooks and teaching aids are available for nursery through grade 12. Biblical teaching is woven throughout all subjects. You may choose to order complete child and parent kits, subject kits, or you may order items individually. Many homeschool curriculum/lesson plans are available to help plan day-by-day.

www.abeka.com

NorthStar: Homeschool and online curriculum for grades 6 through 12

NorthStar HomeSchool and Independent Study (HIS) realize the value and efficacy of homeschooling, and provide strong, researched, multi-media-rich, academically-challenging, thorough, and detailed lessons and lesson resources which have all been created by veteran teachers.

www.northstar-academy.org

Other Homeschool Curriculum Resources:

My Father's World: Homeschool curriculum for grades PreK through 12

Combining the best of Charlotte Mason, classical education, and unit studies with a Biblical worldview.

www.mfwbooks.com

Singapore Math: Homeschool curriculum for grades PreK through 12 in specific subjects

Provides curriculum for the following subjects: Mathematics, Science, English, Chinese, and Art for PreK students. Singapore Math books as used in the US and Canada refers to the Primary Mathematics series. The Primary Mathematics Series was first published in 1982 and was the only series used in Singapore primary schools up till 2001. Primary Mathematics was written by members of a project team put together by the Ministry of Education, Singapore.

www.singaporemath.com

Horizons: Homeschool curriculum for grades PreK through 12

Horizons is the homeschool curriculum branch of Alpha Omega Publishing. With print-based, computer-based, and online formats, their line of curriculum includes Monarch™, Switched-On Schoolhouse®, LIFE PAC®, Horizons, and The Weaver Curriculum®.

www.aophomeschooling.com/horizons/

Alpha Omega Academy: An accredited, full service distance learning program for Christian homeschoolers K through 12th grade. Part of Alpha Omega Publications.

www.aoademy.com/index.php

RightStart Mathematics: Homeschool mathematical curriculum (not divided by grades, but by levels) Activities for Learning, Inc. is the company bringing the AL Abacus to the children of the world. From her Montessori classroom, Dr. Joan A. Cotter created the unique double-sided AL Abacus. The Activities for the AL Abacus was written as she explored the uses for the new manipulative.

www.alabacus.com

Calvert School: K-8 curriculum that will tell you exactly what to do and what to learn, down to the exact spelling words. Advisory teachers available.

www.calvertschool.org

American School: 100-year old accredited correspondence school. The school serves many students in the entertainment and sports fields. Offers high school diploma (grades 9 through 12).
www.americanschoolofcorr.com

BJU Press: Bob Jones University Home School (grades K through 12) is a service for homeschoolers, offering courses and additional programming in your own home.
www.bjupresshomeschool.com

School of Tomorrow: (Accelerated Christian Education/ACE) Grades K through 12
www.schooloftomorrow.com

University of Nebraska, Lincoln: Correspondence/online schooling for grades 9 through 12
www.nebraskahs.unl.edu

Laurel Springs School: Accredited, independent study for grades K-12. Have custom classes as well as honors, UC and NCAA approved courses. Course credits are transferable, and students may enroll in programs at any time of year. They provide a yearbook, prom, and graduation ceremony. Great for students with learning difficulties.
www.laurelsprings.com

North Dakota Division of Independent Study: Accredited program for students grades 4 through 12. Alternative diploma offerings: Homeschooled students may apply to receive credit for independent work. Children needing to meet state requirements for a high school diploma may apply life experience toward a diploma.
www.ndisonline.org

The Potter's School: Globally accessible online courses for K through 12 and continuing education. Home education online hub for curriculum and courses.
www.potterschool.com

College Preparation and International Baccalaureate Program

Questions to Ask In Preparation for College:

- What does my child want to do after high school?
- If college is the best fit for my child, what type of school should he/she attend? (Christian, AG, state, community, etc)
- Do I have an opportunity to visit or get college information before we go overseas?
- Do I want my child to enroll in dual-credit courses in high school to advance them for college?
- Has my child completed his/her high school graduation requirements in order to apply for college?
- Has my child taken the PSAT, SAT, ACT or other testing in preparation for college application?
- Have we discussed how our child will pay for college? Have we explored/applied for loans, scholarships, grants, etc. (FAFSA, AG Scholarships, MK Scholarships, state discounts, etc.)
- How will I prepare my child to transition to a US college after living overseas?
- How will I prepare my child for living in the US, knowing that this transition can affect their education. (i.e. driver's license, acquiring a job, opening a bank account, etc.)
- Is my child adequately prepared for the style of study required in college? (i.e. 2-days of classes vs. a week-long schedule, essay style assignments, being responsible to attend classes regularly, etc.)

College Preparation

There are a number of issues to consider if your child is reaching the end of his/her high school years as you prepare to move overseas. The purpose of this section is to encourage you to think about preparing your child for the college transition and challenges you may encounter.

Once you are on the field the MK Office sends a resource packet at the beginning of each calendar year to Junior/Senior high school students. The packet provides detailed information about college prep, financial aid, choosing a college, and leaving your country well.

Below is a suggested college-prep timeline for Jr. and Sr. high students. If your child is close to these grade levels as you go overseas, try to do as many of these things in the US before you leave for the field. No matter where you live, you want to be sure your MK has enough credits and electives to apply to the college of his/her choice. The goal is to finish high school well so your child is prepared for their college or work transition.

Junior Year

Summer-October:

- Get started with a self-evaluation: consider your personality, interests, values, abilities & spiritual direction.
- Talk with parents and teachers about college options and visit colleges if you are able.
- Begin driver education classes in the summer before your junior year or work a part-time job to save money for college.

September-November:

- Begin your college search
- Prepare for the SAT or ACT
- Check the admissions requirements of the colleges of your choice to know which test they accept (most accept either)
- Look at both ACT & SAT prep material to determine which testing format you prefer
- Work on improving weak areas in the PSAT to prepare for the SAT or ACT
- Register for the May or June SAT or ACT

December:

- Request more information and applications from colleges of your choice
- Begin to narrow down your list
- Learn the admissions standards of the colleges to which you intend to apply

March-May:

- Select difficult courses for your high school senior year
- Take the SAT or ACT

Summer:

- Visit colleges you're interested in if you're able
- Prepare a resume of your accomplishments, activities, and work experience
- Prepare an essay of your life-long learning intentions and why these are your goals

Senior Year

September:

- Attend college fairs online or in person
- Narrow down the list of colleges you want to apply to
- Investigate scholarship opportunities
- Register online for the October & November SAT I & II or ACT

October:

- Begin filling out applications, concentrating on your essays. (Be aware of deadlines, colleges vary)
- Request letters of recommendation from teachers and others
- Have your test scores sent to at least four or more colleges

November:

- Talk to your parents about college financing strategies, such as work-study, grants, parent plus loans, etc.

December:

- Complete applications to meet January 1 deadlines. Be sure to make copies of your applications.

January-February:

- Complete and submit college applications to meet February 1 deadlines.
- Submit FASFA as soon as possible after January 1, but before the March 15 deadline. *Keep copies of everything you send.*
- Continue scholarship searches

March-April:

- Most colleges notify students of admissions decisions during these months
- Make decisions between colleges that have accepted you—weigh the annual cost of the college against scholarships offered
- Respond by letter to those schools accepting or declining the offer

May-June:

- Graduate high school
- Prepare for the transition to college life away from your parents

The International Baccalaureate Program

Information from www.ibo.org

History

The International Baccalaureate® (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Program. What started life as a single program for internationally mobile students preparing for university, has today grown into three programs for students aged 3 to 19.

The program in the early days consisted of a common pre-university curriculum and a common set of external examinations for students in schools throughout the world, seeking to provide students with a truly international education. Although the first IB schools were predominantly private international schools, they included a very small number of private national institutions and schools belonging to state education departments. This has changed over the years and today over half of all IB World Schools (authorized to offer one or more of our programs) are state schools.

Although the first IB schools were predominantly private international schools, today over half of all IB World Schools are state schools. Carrying forward the ideals and dreams of the IB founders, the organization exists to provide high quality education for a better world, as expressed in our mission statement. IB programs continue to encourage this international-mindedness in students and educators through the IB learner profile—a set of values that represent our mission and principles.

About IB

The International Baccalaureate® (IB) offers high quality programs of international education to a worldwide community of schools. Our three programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world. There are more than 854,000 IB students at 3,033 schools in 139 countries.

Mission and Strategy

The International Baccalaureate® (IB) is more than its three educational programs. At our heart we are motivated by a mission to create a better world through education. We value our hard-earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers. We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. All of this is captured in our mission statement.

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



College & International Baccalaureate Program Resources

Assemblies of God Colleges

Description: Website provides links to all Assemblies of God colleges and information about each school.

Services: Request a free college guide, answer questions about why a student should attend an A/G school, click on the US map to see summary of A/G colleges and links to each school's website.

colleges.ag.org

Free Application for Federal Student Aid (FAFS)

Description: to apply for federal student financial aid, and to apply for many state student aid programs, students must complete a FAFSA. The information provided on the FAFSA will determine if the student is eligible for financial aid.

www.fafsa.ed.gov

Scholarships.com

Description: Free college scholarship search engine with financial aid information.

www.scholarships.com

SAT College Board

Description: Website provides information about locations and registration for the SAT exam. Also provides test taking tips and other resources regarding the SAT test.

sat.collegeboard.com

International Baccalaureate

Description: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

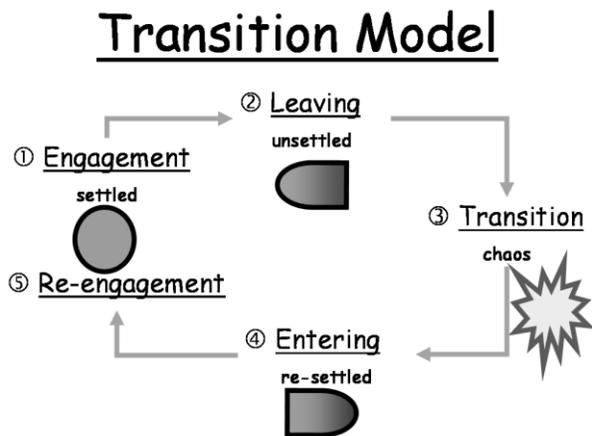
Services: IB offers three programs of international education from early childhood to pre-university age. The website offers a search engine for each program and lists of schools who offer IB programs in countries around the world.

www.ibo.org/

Transition Helps

The Educational Transitional Experience

Revised from an article by Dr. Brenda Dickey



The success of the educational transitional experience for your child depends on family support and each child's developmental stage. The stages of transition are described in Dave Pollock's book, *Third Culture Kids*. MKs will go through these stages as they face any type of life transition: engagement, leaving, transition, entering, and re-engagement. These phases are impacted by the stage of development of the child at the time of the transition. (See *Transition Model to left.*)

Leaving: Parents need to discuss openly their own feelings of sadness with their children about leaving a

place that is comfortable and "known." You should also discuss how your close family/friend relationships will change during and after the transition.

Transition and Entering: Parents should help children focus on making new friendships as quickly as possible. This can be done by intentionally planning a time for children and youth to play games with others and their families or planning an outing together. It is worth the time and cost involved to let children say goodbye to known relationships and take time to develop new ones.

Re-engagement: Settle in a routine of school, church, and community. Extracurricular activities are good for this time (swimming teams, ball teams, art and music, etc). This is especially important during middle and high school adolescent development years.

Providing daily family routines and time with supportive relationships can encourage smoother transitions. Parents can use literature to help the transition by reading to their children about other kids who have experienced new transitions. These things can help ease the difficulty of transitions for children and provide opportunity for discussions.

Some helpful literature is provided in the great resource book, *The New Kid in School* by Debra Rader and Linda Harris Sittig. It provides insight for teachers and parents to use in educational transitions.

Here are several other titles suggested by *Interact magazine*.

- *Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move*, by Judith Viorst, Ray Cruz, Robin Preiss Glasser
- *Ira Says Goodbye*, by Bernard Waber
- *When Africa Was Home*, by Karen Lynn Williams and Floyd Cooper
- *Tea with Milk*, by Allen Say

There are also a couple of myths families need to address during transition.

Myth #1—Children will be impacted negatively by transitions; therefore, we need to avoid all transitional experiences.

No! Transitions are a part of life. Those who learn to navigate well during each transition re-engage quickly toward positive life experiences.

Myth # 2—Children are so resilient that they will find a way to bounce back during all transitions without parental or others intentionally planning for positive engagement experiences.

No! Resiliency skills are taught by intentional planning, supportive modeling of friendship building, and coaching by parents and/or others who are significant to the child in the environment.

The goal is for children to move as quickly as possible from the leaving stage to the re-engagement stage of transition in order to minimize any negative impact on behavior.

MK Educational Transitional Years

Revised from an article by Dr. Brenda Dickey

Preparing MKs for educational transitions is an important part of the educational process when considering moving, especially around the world. It will help you child's transition if you have a long range educational plan in place (see *Making an Educational Plan*, pg. 6).

You want your child to have a positive and successful school experience. The information below is intended to assist you in preparing your child when planning an educational transition experience. The information is broken into developmental stages with information about what a child is normally learning during that education stage and how to help your child if you are transitioning overseas or back to the US during one of these stages.

Early Elementary Years (Kindergarten through 5th grade): These years are packed with learning to read, write, and establish math conceptualization for later learning success. During this time, developing a strong reading base in the student's first language is the foundation for successful learning in later developmental years. Writing development and a strong math foundation are also extremely important.

This is the time that children learn to love culture and languages. Play time, interaction with cultural groups, and extra-curricular activities (music, art, sports) provide the best opportunities for learning languages and enjoying culture. Language development takes place naturally during these early years.

It is important to plan in advance when you know your child will be transitioning to a new or different type of school. Your child's portfolio (see pg. 12 for details on creating a portfolio) will provide good information to help a new school place your child.

Middle School Years (6th through 8th grade): These years are critical for identity development. Activities including music, art, and sports should encourage strong friendships that help build personal identity.

Also during this time, students tend to want to identify with their first language culture. It cannot be stressed enough how important family involvement is during these years to help children develop healthy identities. It is also important to use this time to teach the history and culture of the passport culture along with encouraging long distance family ties. This can be done while you are overseas, but it is important that these things do take place during these years. If this stage occurs during itineration, there are many opportunities to build a church "family" support via strong youth groups and children's programs.

High School Years (9th through 12th grade): Academic credits are important during these years, so it is critical to plan appropriately. It is important to complete a full year of high school before transitioning to another school setting so that the student will receive full credit for course work completed instead of half credits. Some schools may offer the same subjects, but divide the semesters differently. This could affect the number of credits awarded for a class. Completing a full year of high school before transitioning will help avoid credit loss.

When considering a school transition, it is important to remember that every school may require different subjects to be completed before graduation. The parent and student should investigate the necessary graduation requirements for a particular school that the student may attend.

AP courses and Honor courses are good choices for students who want to attend university. These are rigorous classes that prepare the student for university level work.

If you are required to make a transition in the middle of a school year, be sure to keep important information from your child's school (name of school, contact info, report cards, etc.), as well as your child's portfolio (see pg. 12 for information on creating a portfolio.)

High school is also the time to begin preparing your MK for their transition to college and adult life. (See *College Preparation* pg. 52 for more details.) Encourage your high school child to reconnect with family in the US, especially if they choose to attend a college located near family members.

Remember that your child's success through transition partly depends on your support and helping him/her prepare for that transition. The ISMK Office is available to offer suggestions and helps if your child is struggling with transition.

Practical Parenting Through the Educational Process

Revised from an article by Dr. Brenda Dickey

Your MK needs your support through the education process. Research shows that a good social support system at home and school is an important key for educational success.

You may assume that if your child attends a good school and works hard their hard work will be enough to achieve academic success. In reality, your home is a very important source of support. That includes your guidance in creating positive social opportunities.

It is important to understand how your MK perceives your family support system. For instance, MKs may perceive support in terms of time spent together and listening to their concerns. When you are busy and do not have daily listening time for your student, support for their educational and emotional needs may suffer. This is especially true when your MK translates time with you, as a measure of caring.

If your student begins to develop a lack of interest in school, shows negative behavior or withdraws from normal activities, there may be a need for some special attention. Consistent daily interaction is important to the educational success of your MK.

When a student experiences stress in the school environment, they may need your listening ear. Students often want to talk about their experiences as they process what they are learning. Families who play and spend time together from an early age stay strong when their children go through stressful situations at school. Be willing to adjust your schedule and add or eliminate extra activities to help your child when he/she is struggling. Keep open communication with your child and allow him/her to talk with you about struggles they may be facing.

If you suspect your child's struggles are related to a learning disability, please feel free to contact the MK Office. There are education specialists and resources available for testing and helps if needed.

Help your MK understand the gifts and abilities God has created in them. Provide opportunities to improve those gifts. Do your best to find activities to help your child grow. Encourage them to stretch and improve their skills outside of the classroom. Look for activities like swimming, soccer, baseball, music, and art that your child can participate in and learn to grow.

Keeping open communication, spending regular time together, and playing together as a family will help your MKs stay strong educationally and emotionally. Your ministry is critical and can sometimes be stressful, but if you pour into your children they will succeed in school and learn to handle transition and change well.

Important Contact Information

General Education Questions:

The MK Office is available to you for your educational needs. We will do our best to answer your questions or direct you to someone who can help you.

MK Office

1445 N. Boonville Ave.
Springfield, MO 65802
P: 417-862-2781 ext. 2040
Email: mkoffice@ismk.org
www.ismk.org

For families living in sensitive countries:

TCKI Office

222 Jameson Drive
Ozark, MO 65721
www.tckinternational.com

AGWM MK Education Policies:

For the most updated policies regarding MK education, consult your Missions Manual or direct questions to your Area or Regional Director's Office.

AGWM MK Education Financial or Budget Questions:

For questions regarding MK education finances and budgets, contact your Area or Regional Director and/or your Financial Specialist.

Missionary Associate Education & Budget Questions:

If you are a Missionary Associate, direct education budget questions to the MA Processing Coordinator.