



Today's Scholars. Tomorrow's Leaders.



The ASSIST Class at Orientation • Pomfret School, Connecticut

Each and every year, St. Andrew's welcomes an ASSIST student to our community, and each and every year at graduation, we realize that the School has been transformed and enriched by the spirit, grace and intelligence of these students. Those of us who have been affiliated with ASSIST have always known that America and American schools need international students to contribute to the diversity of their communities. ASSIST students learn so much and enjoy their year away with us. But we learn so much more.

Daniel T. Roach, Jr.
Headmaster
St. Andrew's School, DE

ASSIST: Thank you so much for everything you have done for me. This year has been (and still is!) an incredible experience. It is really hard to put down my feelings on paper, though I tried really hard to give you some idea of what is going on in my head and in my heart. I am a changed person. The decision to come here was the best I have ever made. I have six weeks left and I will get as much out of them as possible. But my excitement to return home and to show my family and friends what I have experienced is growing as well.



Today's Scholars. Tomorrow's Leaders.

American Secondary Schools
for
International Students
and
Teachers

The Work of ASSIST

History of ASSIST

American Secondary Schools for International Students and Teachers (ASSIST) was founded in 1969 by the late Paul G. Sanderson, Jr., a visionary American educator who was among the first to conceive of the benefits of an international educational community for American independent secondary schools. Mr. Sanderson began with a class of 13 students and created an educational and cultural exchange program that continues to bring deserving and talented boys and girls to study in the United States on one-year scholarships.

ASSIST's mission has broadened over its history. From our original base in Germany, we have expanded to numerous other regions and have brought to member schools scholars from countries underrepresented in their student bodies.

With all of the programmatic advances, the core of our mission continues unaltered: to discover, select, place and support outstanding international students in American independent secondary schools of stature. ASSIST students are models of achievement at their American schools, where they add to the academic vitality of the community, make contributions to the artistic, athletic, community service and other extracurricular programs, and share willingly their own unique cultural backgrounds.

To date, more than 3,800 students from 44 countries have become ASSIST scholars. They have returned home to become leaders in their own countries, appreciative of their experience and with a deep understanding of American values and culture.

Scholarship Program

ASSIST, a nonprofit educational organization, conducts a rigorous international competition each year on behalf of our member schools. We connect talented and deserving students from around the world with American independent day and boarding schools of stature. Our students study in the States for one academic year and return home afterward to share what they have learned.

For the 2009/10 academic year, the value of the scholarship at member boarding schools ranges up to US \$46,600. ASSIST students selected for full scholarships do not pay this tuition fee to the school.

Outside of the classroom, ASSIST students are eager to engage in the arts, community service, athletics, clubs and other activities. Our students are selected because they demonstrate a desire to engage and share themselves while learning about American culture. They leave an impressive legacy of accomplishment, as well as their personal impact on peers, teachers and host families.

The ASSIST Class of 2009/2010

In the past year, ASSIST conducted competitions in 14 countries on behalf of member schools. Our colleagues and representatives in those countries reviewed the credentials of more than 1,500 applicants. Of those candidates, ASSIST staff and Board members traveled to personally interview 710 finalists.

For the 2009/10 academic year, 121 ASSIST students from 16 countries are enrolled at 77 schools. These young people are serious scholars, and they are now making substantial contributions to the lives of their campus communities. In the years ahead, they will share their American experience with their friends and family at home, helping to bridge the gaps among cultures and to foster a more peaceful world.



ASSIST Countries 2009/10

Australia
Austria
Bulgaria
China
Croatia
Czech Republic
Germany
Hungary
Israel
Lithuania
Moldova
Slovakia
Spain
Sweden
Vietnam

The ASSIST Mission

To promote mutual understanding, cultural interchange and a more peaceful world, ASSIST provides opportunities for outstanding international students to attend the finest American independent secondary schools on one-year scholarships, and for students and teachers from these schools to engage in educational experiences abroad.

This year I got to "see" beyond the walls within which I grew up. I think more sensitively and critically now, more objectively. I appreciate what I have at home as well as the opportunities of challenge. I am a stronger, more self believing individual. I have more patience and understanding.



American Independent Schools

All ASSIST students attend independent schools in the United States. The ASSIST member schools are located across the country in every major region, and they are selected to join ASSIST because of their excellence and their commitment to the well-being and success of their students.

Independent schools, also known as "private" or "prep" schools, are operated free from governmental control with regard to their courses of study. Each school is governed by a Board of Trustees, to whom the head of school reports. The schools, which are not-for-profit organizations, fund themselves by charging tuition to their students and by soliciting donations from their parents and alumni and from charitable foundations. Each ASSIST member school is also a member of the National Association of Independent Schools (NAIS), subscribes to principles of nondiscrimination, and is accredited by an officially recognized evaluation agency in the state or region in which it is located.

Although the tuitions at these schools are significant, the schools also fund scholarship programs that allow students with outstanding talents, but whose financial means are modest, to attend. Our schools value diversity, and their interest in international students is keen.

The schools are organized around the concept of small class sizes (usually 12-15 students per class) that allow significant interaction between teacher and student and among students. Students are expected to prepare daily for their classes and to participate willingly in the discussions that teachers encourage. The academic standards are quite high – the nickname "prep" school stems from the mission of college preparation (nearly 100% of graduates attend college).

The most historic of the schools were organized in the 18th century, and each has a distinctive character, a talented faculty, and a tradition of excellence. Beyond the classroom, each school asks students to participate in athletics, the arts and community service. In addition, the schools are committed to the development of character, personal values, citizenship, and health and wellness.

In short, these schools are committed to educating the whole person – to developing each student's mind, body and spirit.

Why Choose an Independent School?

These schools are noted for the unique and successful way in which they prepare their students for college study and for a satisfying life and career beyond college. Beginning with a well-educated and committed faculty, independent schools are organized with students at the center of community life, with all available resources directed toward the development and support of each student.

Students who attend independent schools choose a lifestyle as much as a school. These students know that more will be asked of them, that the challenges will be greater, and that they will be fully committed to the principles of the school community.

Parents who choose independent schools make a significant financial commitment to their children's education. They want the very best for their children, and they work closely with teachers and school leaders to be certain that their children are taking maximum advantage of the experience.

ASSIST chooses students who have the unique abilities, as well as the instinct and desire, to take advantage of the outstanding educational opportunities offered by these special schools.

The way of teaching and learning is very interesting. The amount of effort that teachers put in to make everyone comfortable in the class is amazing. I have also learned how to learn: how to study effectively, to grasp important parts of a reading, and to find something interesting, which keeps me going.



The Academic Program

ASSIST schools are among the finest secondary institutions in America. Each school has high academic standards and a talented faculty, and each prepares its students to do very good work at college or university.

Each school offers a structured and supportive environment designed to encourage each student's desire to learn. Students are required to master the essential skills of reading, writing, computing, speaking and analyzing logically. Students develop the insights, understandings, self-discipline and skills needed for effective problem solving and communication.

Classes and Faculty

Classes are small – usually 15 students or fewer – and all students are expected to participate actively in daily class discussions. Grades often depend on class participation in addition to exams, essays, quizzes and daily effort. Classes are often composed by grouping students with similar levels of ability.

The relationship developed between student and teacher is based on mutual trust and respect. One special teacher, coach or dorm parent will serve as your advisor or counselor. Advisors meet regularly with their advisees and offer assistance with course selection, cultural and academic transitions, and personal challenges. These relationships often develop into close friendships that last a lifetime.

One of the most outstanding aspects of independent schools is the individual support offered to each student. Teachers are available to meet with students after class to explain difficult concepts, and students who wish to pursue more advanced topics often find faculty eager to assist them in extra work. You will come to know these teachers well – they will teach you in class, coach you in sports, advise your clubs, and may invite you into their homes.



science and a language, and ASSIST students have taken the opportunity to broaden themselves with coursework in computer science, the arts, religion, philosophy and other specialized courses. Academic requirements vary by school, and ASSIST students receive a curriculum guide that describes the program, courses and requirements.

The Curriculum

The academic year is divided into terms – semesters (2) or trimesters (3). Some academic courses are taken for the entire year, but others (often elective courses) are taken for a term. Students generally enroll in four to six courses per term, and each class will require about 45 minutes of homework each day. Time during the day is provided for study, but you should expect to spend at least two hours studying in your dorm room or with your host family at night. While you will take fewer courses than you would at home, each class covers the material in depth.

ASSIST students are required to take English literature and U.S. History. The remaining courses are selected from a wide variety of options with the assistance of an advisor or the academic dean, and students may tailor their schedule to take advantage of their unique talents. Most students take mathematics,

You will receive assessment of your progress in several ways. First, depending on the nature of the course, you may receive grades on essays, periodic exams, term exams, lab reports and projects or presentations. Second, your teacher may speak with you directly if you are struggling or are making notable progress. Third, thorough academic reports – usually including a course grade, effort grade and written comment – are sent to your parents and to ASSIST and are also shared with you. If you are concerned about your progress in a course, your teacher may meet with you personally to discuss this.

Making the transition from your academic traditions to the American system can be quite challenging. However, ASSIST students are capable scholars, and you will receive support from your teachers and the academic dean to find the courses that are right for you. For 19 consecutive years, at least 75% of the ASSIST class has received honors or high honors academic recognition for the year. The remaining students did honors-level work in most of their courses.



First, I would say that I consider myself and the other ASSIST students to have been very fortunate since we have had the chance to experience two rather different educational systems and thus we have gained a much broader perspective. While the Romanian educational system focuses primarily on the accumulation of large amounts of information, especially of a theoretical nature, Americans are more interested in presenting the information with the scope of inciting individual thought and response, discussion, and team group effort in solving, or attempting to solve controversial issues.

College and University Enrollment Sampling ASSIST Alumni

Harvard (31)	Davidson (2)
Columbia (8)	Emory (2)
Mass. Inst. of Tech. (8)	Lawrence (2)
Stanford (8)	Reed (2)
Yale (6)	Scripps (2)
Mount Holyoke (5)	Vassar (2)
New York Univ. (5)	Univ. of Washington (2)
Univ. of Pennsylvania (5)	Wesleyan (2)
Princeton (5)	Williams (2)
Hamilton (4)	Bowdoin
Johns Hopkins (4)	Dickinson
Univ. of the South (4)	Duke
Amherst (3)	Harvey Mudd
Bates (3)	Haverford
Berkeley (3)	Kenyon
Brown (3)	Macalaster
Cornell (3)	Middlebury
Furman (3)	New Engl. Conservatory
Georgetown (3)	Univ. of Notre Dame
Grinnell (3)	Oberlin
Lafayette (3)	Pomona
Univ. of Richmond (3)	Roanoke
Tufts (3)	Swarthmore
Univ. of Virginia (3)	Trinity
Wellesley (3)	
Colgate (2)	

A Very Busy Schedule

ASSIST students find that their daily life is very busy, and the full school day may be longer than at home. It is through a significant commitment to the whole school experience that students are able to focus well on many dimensions of their development – academics, athletics, extracurricular activities and community life.

Students must make a transition to an educational environment where most of ones life revolves around the school. Your academic day will be full, and you will be involved in school sports, school activities and then homework. At night and on the weekends, many school-sponsored activities often form the foundation of the social life of students.



Weekends provide a time to change pace and enjoy the company of new friends you have made. Most schools plan activities for the entire community that range from dances, class trips and movie-watching to skiing, camping and canoe trips to visits to the theater, a concert or a shopping mall. The weekends are also an opportunity to simply relax, become better acquainted with other students, or to visit the home of a friend. Most of the week is devoted to academic and school activities, so the weekend becomes a very special time at independent schools.

I think everyone at this school is special in a different way. My outdoor skills teacher inspires me with his radiant optimism. He is, I think, the most influential person I've met here because he encourages us to live each moment to the fullest.

While there are both day and residential (boarding) schools in the program, the schedules are remarkably similar. A day student lives with a volunteer host family and so shares morning and evening meals, as well as weekend activities, with the family. A boarding student eats meals in the school dining hall and lives in a dormitory with a roommate, other students and faculty dorm parents.

Most schools break from classes one afternoon each week so that athletic teams may travel to compete against other schools. Some boarding schools conduct classes on Saturday morning, but in all schools Saturday afternoon is left free for athletic competition or other activities. School facilities such as libraries, gymnasiums, art studios and athletic fields are generally open throughout the day and during parts of the weekends for student use.

Daily Schedule

7:15 am	Breakfast
8:00 am to 3:00 pm	Classes
12:00 to 1:00 pm	Lunch and informal time
3:30 to 5:30	Athletics
6:00	Dinner
6:30 to 7:30	Clubs, meetings, extra help
8:00 to 10:00	Study hall for homework
10:30	Dormitory check in
11:00	Lights out

This is a typical boarding school schedule, offered to demonstrate the pace of a busy day.

Campus and Facilities

ASSIST schools are located in every major region of the U.S., and their physical appearances are as varied as are their environments and characters. While each school shares a commitment to academic excellence and to its students, each school nurtures its own unique mission and personality.

Independent school campuses are equipped in a manner similar to colleges and universities. In addition to classroom space, schools have libraries, access to technology, athletic fields, facilities for music and the visual arts, science laboratories and dormitories.

Students are placed at schools that are good matches for their talents, skills and interests. An ASSIST scholar might study in a rustic ranch building set amid acres of plains, or in a more urban setting with action bustling all around, or in an ivy-covered brick building. Few schools in the membership are twins of another – each school has an exciting program and a campus that supports that program.



Living in the Community

The Day School

The schedules of the day and boarding school correspond closely during the day. It is at 5:30 pm or so that they diverge as day students depart campus to return home for the evening to be with their American families.

Volunteer families are chosen by the school, and a broad spectrum within American society is represented. Families have an affiliation with the school and a desire to make their new family member feel welcome and at home.

Features of family life resemble those at home: shared responsibilities, social activities, emotional support, friendship, and the trust that comes with common shared experiences.

The American families I have had the honor of staying with have been incredibly generous and giving. These stays have made my life complete and I will always remember them.

The Residential School

Central to all boarding school experiences is the quality of life in the dormitory. Every dormitory is supervised by faculty members (dorm parents) who reside in the dorm with students. They often have families, and they are appointed by the school leadership to ensure that the dormitory is a safe environment where growth and good citizenship are encouraged and intentionally developed.

Students play a vital role in the management of the dormitory. Student leaders, called proctors or prefects, assist the dorm parents in leading the dorm. They are appointed because they are deemed to be persons who can lead and counsel students effectively. Every resident is expected to contribute toward the creation of a family-like atmosphere.

Students usually live together in double-occupancy rooms, setting an atmosphere for close interaction with others while developing a sense of responsibility toward another person.



Because of living in a dormitory with really nice kids from over twenty countries, I will never be able to forget these friends who have become like my international family here... My friends here have become my TRUE friends. We are helping each other in everything. I will really miss it here.

Programs in the Arts

The arts receive attention at all ASSIST schools, and many schools have very special programs. As with academic placement, ASSIST seeks to connect talented artists with schools where those skills can best be utilized.

Students can grow personally and contribute to their schools communities in a variety of art forms. All schools have dramatic productions throughout the year; students might take lessons in an instrument and play in a jazz band, chamber ensemble or full orchestra; vocal opportunities abound in settings from duets to choral groups.

A favorite American art form is the musical, bringing together the best of drama and music. Many schools have made commitments to state-of-the-art theaters with fully equipped stage, sound and make-up facilities.

Students also find themselves able to express their artistry through dance, drawing, painting, photography, ceramics, computer graphics and other media.

Your talents in the arts may be pursued within the academic curriculum – where a course in the arts has equal weight with any other academic course – or as an extracurricular activity taken in addition to ones course load.



Extracurricular Activities

ASSIST schools believe strongly that education extends beyond the classroom. While academics, athletics and the arts have first priority, each school encourages its students to find enjoyable and constructive ways to spend their free time.

Faculty advisors work closely with students to facilitate school clubs and activities that are helpful to the individual and also benefit the community. Most schools, for instance, publish their own newspaper, have their own form of student government, conduct tours for prospective students, and undertake community service projects.

ASSIST students are expected to enter into the life of the community in every dimension, and participating in the extracurricular life of the school is important. You will grow from the experience while making important contributions to your fellow students and your teachers.



I have been involved with many activities, all of which I enjoy. We even founded an environmental club and started recycling at my school. If you really believe in something worthwhile, you are encouraged to work hard for it.

Representative Clubs and Activities

- Chapel Committee
- Chorus or Chorale
- Community Service
- Debate Club
- Ecology Club
- Instrumental Ensembles
- International Club
- Literary Magazine
- Orchestra or Band
- Outdoor Activity Club
- Photography Club
- Peer Tutors
- School Yearbook
- Student Government
- Student Newspaper
- Student Tour Guides
- Theater Club

The Athletic Program

American schools subscribe successfully to the classical ideal of a sound mind residing in a healthy body. The athletic program at each school allows the student athlete to maintain physical fitness, learn the lessons of self-discipline and hard work, and experience the dynamics of teamwork.

Most member schools require athletic participation of their students. Not all ASSIST students are strong athletes – or even athletes at all – and no guarantees are made regarding specific teams or sports. The schools emphasize participation – seeking to be fit and to be part of a team experience. Students play at the level that is sensible for their abilities. Many students also take the opportunity to try new sports, like American football.

Participation in the athletic program is one part of the experience at American independent schools, and students find themselves benefiting from this opportunity. The community spirit developed through athletics is contagious, and the special friendships formed can last a lifetime.



Application and Selection



Application for an ASSIST scholarship is competitive, and each candidate is encouraged to pursue other options in addition to applying to ASSIST. Students not selected for a full scholarship might be offered a partial scholarship.

Program Essentials

Primarily, ASSIST selects students entering the 11th grade, although a small number of 10th-grade and 12th-grade students are selected. Students study in the States for 10 months and then return to their home countries – scholarships are not renewable.

Candidates offered scholarships are placed at American independent schools that are members of ASSIST. Candidates may not express a preference for a particular school, geographic region, or type of school (day or boarding). The final decision for acceptance lies with the school, and ASSIST works carefully to present candidates to schools where the fit is felt to be optimal.

Candidates must remain in the U.S. for the full ten months, spending holidays with their American host or homestay families. Parental visits are discouraged until the springtime to ensure a successful cultural transition.

The Application

Students are asked to provide thorough applications to the committee evaluating their candidacy. Students with the most promising applications are invited to the interview stage. The elements of the application are:

- **The Essay.** The candidate discusses what makes him or her unique, focusing on special talents, meaningful experiences, and personal philosophies. The committee is interested in family relationships, interests and activities, and a clarification of the desire to be part of the ASSIST program – what you will bring to it, gain from it, and share after it.

- **Academic Transcript.** We require an official academic transcript that includes the courses and academic achievement for both the current and previous school years.
- **Recommendations.** Personal recommendations must be submitted by your current English teacher, mathematics teacher, and a school administrator.
- **Application Form.** This form includes contact and biographical information, as well as details of personal information. We also ask that you submit informal candid photographs of yourself with family and friends.

The Interview

For successful applicants, interviews take place from October through January in each country where ASSIST maintains a presence. ASSIST representatives and colleagues form interview committees in each country, and students have an opportunity to present themselves.

As part of the interview or before, candidates will sit for the Secondary Level English Proficiency (SLEP) Test to help determine language proficiency (except in Australia).

Selection and Notification

ASSIST releases decisions in December, January and February for the following academic year. All candidates are notified of the status of their candidacy. Students not offered a full or partial scholarship might be placed on a waiting list.

Transitions and Support

Once named ASSIST scholars, candidates are presented to member schools, which make the final decision regarding admission. Once a placement has been made, ASSIST will notify students and families. The schools will also notify candidates of their acceptance and begin to correspond directly with students and families to begin to plan the academic year.

At the same time, ASSIST begins a yearlong program of student and family support. In each country, orientations take place prior to departure for the U.S., and each family and student will receive extensive preparation materials from ASSIST, including the forms necessary to secure a student visa.

Upon arrival in the U.S., all ASSIST students gather at an independent school for an orientation. Students are introduced in even greater depth to the American educational system, to one another, and to American society. Following the orientation, transportation is arranged to the school or host family.

Once at school, students will be welcomed by the ASSIST representative on campus, a person with whom you will have at least monthly contact. Students will also receive communication from ASSIST each month, and the staff in America and ones home country remain available throughout the year to support the student and family. ASSIST staff also travel to schools on a rotating schedule to visit students and meet with colleagues.

Financial Responsibilities of the Family

An ASSIST program fee, set by the ASSIST Board of Directors, is charged to the family of each candidate who is chosen and wishes to be part of the program. As a nonprofit educational organization, ASSIST seeks to keep its fees low and responsive to family needs.

This fee covers ASSIST's administrative and operating costs, both in America and around the world; the cost of the orientation in America; and the cost of transportation to the host family or school. In the case of the partial scholarship, the fee also covers that portion of the tuition owed by the family to the school. The fee is published annually prior to the commitment to join the program.

Families are also responsible for round-trip airfare to the U.S., the return trip from the school to the point of U.S. departure in the spring, health and accident insurance, visa application fees, a medical examination, and spending money for personal expenses. Most schools will ask the family to establish a personal spending account for books, supplies, uniforms, special trips and other personal expenses.

A nonrefundable deposit is required once the student selection occurs to communicate the family's serious intent to accept the scholarship and reserve a place in the program. This deposit is subsequently credited toward the ASSIST fee. The remaining payments are due prior to departure for the U.S. The student and family sign an agreement with ASSIST that enumerates the rules and financial obligations related to participation in the program.

Students in some countries, who come from families of very modest financial means, are sponsored by generous donors. Some or all of the costs associated with participating in the ASSIST Program are underwritten by the donors.

On the
Freedom Trail

ASSIST
Orientation

Boston, MA



Leadership of ASSIST

American Headquarters

In January 2000, the ASSIST Board of Directors appointed Robert A. Stanley, Jr., as the third president of ASSIST. Mr. Stanley served in American independent schools for 13 years and has previous experience in the corporate world. He manages the staffs of the affiliate offices around the world and is responsible for the daily operations of the organization. Mr. Stanley is a graduate of Suffield Academy, Brown University and Yale University Divinity School.

J. Martin Milne is Vice President for School and Family Relations. Mr. Milne has served in independent schools in the States and abroad for 13 years and is a graduate of Eaglebrook School, Deerfield Academy and St. Lawrence University.

Meg Moulton is Vice President for Advancement. Ms. Moulton is an accomplished professional with her own consulting practice and was the founding Co-Executive Director of the National Coalition of Girls' Schools. She is a graduate of Wheaton College, and has studied both abroad and in Harvard's Executive Education Program.

International Offices

To facilitate the identification and prescreening of a large applicant pool, ASSIST works with liaison staff, representatives and leaders overseas. In each country where ASSIST is active, our colleagues work diligently to present highly qualified candidates, who are subsequently interviewed by ASSIST staff and Board members who travel to these countries.

Throughout the course of the year, our colleagues remain available to facilitate contact with the families of students. They also help to work through cultural differences when they arise and support ASSIST staff and colleagues in member schools to understand educational systems and priorities in each country served.

This effort is made in tandem with the school visitation program in the United States. ASSIST staff visit schools on a rotating basis so that excellent matches are made between candidates and schools.



Meg Moulton, Bob Stanley and Martin Milne

Australia

Dr. Heather Schnagl
Mr. Alan Hutchison
Dr. Peter Stiles

Austria

Ms. Katarina Krizková

Bulgaria

Ms. Lydia Dachková

China

The Experimental High
School Attached to
Beijing Normal University

Croatia

Ms. Vesna Puhovski
Mr. Mario Bajkusa

Czech Republic

Ms. Zdenka Almerová

Germany

Ms. Rosemarie Wegner

Hungary

Mrs. Andrea Pordán

Lithuania

Mr. Zenonas Bedalis

Moldova

Ms. Iulia Moldovan

Slovakia

Ms. Katarina Krizková

Spain

Mr. George Semler, Jr.
Ms. Katherine Semler

Sweden

Ms. Ylva Nord

Vietnam

Mr. Richard and Mrs.
Hoan Sherwood



Should I Apply to ASSIST?

After reading this brochure, you might be wondering whether you should pursue a scholarship through ASSIST. We encourage you to apply if you think:



I am a high-achieving student who wants to take on the challenge of one of America's very finest schools.



I cannot wait to participate in all of the activities outside of the classroom, to meet people who are very different than me, to spend ten months on my own in a new culture.



I am eager to share my culture, to be an ambassador of my country, and to learn what is unique and valuable about American culture.



I have a high sense of adventure and am ready for an experience that will change me forever; an opportunity to share myself and to learn by what others share with me; an experience that will chart a new course for the rest of my life.



ASSIST is a nonprofit organization with tax-exempt status incorporated in the state of Vermont. ASSIST is designated by the United States State Department as an authorized Exchange Visitor Program. ASSIST is also able to facilitate the issuance of the J-1 visa under which our students study in the U.S. for one academic year on Exchange Visitor status.

ASSIST does not discriminate, nor does it condone harassment, on the basis of gender, race, color, religion, national or ethnic origin, disability, age, sexual orientation or any other basis proscribed by applicable policies or laws.



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