When the hôtel particulier adjacent to 96bis rue du Ranelagh came on the market last spring, the ISP Board of Trustees jumped at the chance to buy it. With fourth and fifth graders on the Beethoven campus and with continued expansion at all levels in the school, this provided the opportunity to re-unite the Primary School and to plan for projected growth.

“We are thrilled to be in a position to purchase 98 rue du Ranelagh,” said Board President, Anne Bagamery...

To be continued page 2
From the Headmaster

At the beginning of this school year, I was anticipating a period of relative calm. Yes, we are going through external evaluations of our IB PYP and MYP curricula, but otherwise it looked like it would be a quiet year. However, the building next to our Primary School in the rue du Ranelagh came on the market and was too good to miss. Then, the Board decided to go through a process, aided by consultants, to develop a new strategic plan. So, once again, the work became more intense and exciting.

The new building at Ranelagh is a wonderful opportunity. It will allow us to re-unite the whole primary school on one campus; this time with enlarged play facilities and more space for all. At the time of writing, we are confident that all will be ready for the September 'rentée'.

The Strategic Plan, too, has made life interesting. The aim is to include all our partners in the production of a plan which will guide the school for the next five years. This has involved surveys, focus groups and a long weekend of work. I look forward to the final plan and all of the action plans which will stem from it.

I am writing this just after returning from attending an alumni reunion in London. It was one of the best ever and it was truly delightful to meet all of the former students who were uniformly positive about their experiences at ISP. Many were current university students in London, but others had travelled from further afield such as Sweden and the Netherlands. Those who have entered the professions are doing very well and all of the alumni appreciate the benefits, academic and social, that they gained from ISP. It was an evening which reassured me that everything we are doing here will have positive spin-offs for many years to come. I would finally like to take this opportunity to (belatedly) wish you all the very best for 2007.

Gareth Jones - Headmaster

Ranelagh Campus acquires New Building

... "To have the entire primary school on one campus not only provides a better learning environment for those children, but it also frees up much-needed space on the Beethoven campus for our older students."

The beautiful, historic building will add an additional 522 m² of classroom space, as well as more working room for our teachers. It will add two additional classrooms for Pre-K and Kindergarten, a French room, a room for ESL classes, a library and a music/lunch room.

In addition, there will be 200 m² of added playground space, of which half will be a protected green area in between the two buildings that will compose the Primary School campus.

Headmaster, Gareth Jones is excited about the possibilities this addition will bring to the School. "As we work hard on the Strategic Plan and chart our course for the next five years, 98 rue du Ranelagh will allow us the flexibility to ensure the best possible environment for our PYP curriculum." He and Primary School Principal, Audrey Peverelli, are carefully planning the timeline to ensure a smooth transition to the new campus. A September 2007 entry date is planned, but much depends on the progress of the renovation work.

Ms. Peverelli is "most excited for the children and the teachers. This will give us the space and the climate we need to provide the best for our youngest students. They and their teachers do a remarkable job in small places, but now everyone will have the breathing space they deserve."

SUMMER SCHOOL 2007

Mark your calendars now for July 2 to 20 for another wonderful summer school experience at ISP! This summer, there will be three intensive weeks of language learning: French, English, Spanish, Japanese, or Chinese. IB preparation will be the priority for students entering grades 11 and 12, but younger students (entering grades 4-10) will enjoy improving their English or French. Afternoon activities will include both cultural and sports programs. For more information, please contact Mme. Monique Devos at mdevos@isparis.edu

ISP Summer School

This past summer I had the opportunity to attend ISP’s first ever intensive French learning camp. I was one of 60 students who took part in the camp. Not only was the camp educational, it was a lot of fun. There were interesting French lessons in the morning and really enjoyable activities around Paris in the afternoon.

I would recommend this camp to anyone who is looking for a fun way to learn or improve their French. I would also recommend that kids invite their friends to attend the camp so they can learn and enjoy the experience together.

My favorite afternoon outing during the camp was our visit to Le Jardin des Plantes. I love animals. Seeing the animals and learning French at the same time was a bonus. I think my French really improved because of the camp. We were not allowed to speak English during the day which meant we really had to try to speak and think in French. For me, the camp was like a mini-immersion program.

Ashlin Royer, Grade 6
It was the 9th of July, the day every person in France was waiting for: the World Cup football finals between France and Italy. Runa, Ayuko, Kanako (12th grade students) and I left by train from Gare d’Austerlitz to Southern France for our Art course. After 6 hours of traveling, we finally stepped out of the train at Toulouse station where Ms. Cooch was waiting for us. We traveled by car to Beauchalot, a village located 80km south-west of Toulouse where the artist Frances lived and who taught us all about art during our stay. Her house faced a beautiful landscape where we could see the mountains of the Pyrenées. The weather was hot and the excitement of the World Cup finals was there too. The same night, all of us watched the France-Italy match. Unfortunately, France didn’t win this time. Perhaps it wasn’t our time yet, but it will come. There were preparations for a big party to celebrate the victory of France, but the village remained silent except for music played by a band trying to cheer up the fans. The emotion that night certainly inspired us in art that week. With Frances and Ms. Cooch, we explored art in every way. The first morning we visited a ‘tractor graveyard,’ a yard full of old tractors, machinery, cars and metal, owned by a farmer. All the shapes, colors, tone… the world was there, a paradise for an artist. I became interested in an old rusted Citroen which inspired many of my works during the Art trip. The color, shapes and history were put into one piece of metal. The following day, we visited a medieval castle where we drew landscapes and used different perspectives. Throughout the week, we practiced pottery, painting and drawing, learning new techniques and ways to perceive art. Our sketches of shapes, colors and textures found in the tractor graveyard became the main source of inspiration for all of our works. I painted the stunning colors of the old Citroen and used its shapes in my metal and clay sculpture. After a long day, we sat outside to eat dinner and argue why Italy won the match. On the 14th of July, the Tour de France passed near the house so we decided to go and watch. It took less than two minutes for all the cyclists to pass us! Later we celebrated the national day of France, admiring the fireworks and participating in the festivities. On the last day of our art course, we had an exhibition. Many of our art teachers’ friends, neighbors and the man from the tractor graveyard arrived to see our work. It was a success and we celebrated our art with a barbeque. We were sad to leave the village, the house and the workshops where we worked hard for many days. We had many unforgettable experiences there and I want to thank our teachers for giving us the possibility to practice art in such a nice environment where we could see the mountains of the Pyrenées every morning. Our trip ended with the arrival of the train and 6 hours of travel to Gare d’Austerlitz, taking with us unforgettable memories from southern France and a warm summer vacation ahead of us before a new school year.

Meriadeck Sillanpää, Grade 11
I awoke to the familiar purring of the engines. In the distance, a lone reading light dimly lit the cabin, drawing the tired contours of faces from the surrounding darkness.

Around me, the other passengers sat, variously contorted for a night's sleep. I glanced down at my watch; four o'clock. It would be another three hours before landing in Beijing, but it seemed pointless to go back to sleep. I was heading to China to begin a three month-long, off-campus program with Carleton College and was far too excited to doze back off. I slipped past my neighbor and made my way to the observation porthole in the back of the plane. Below me, the barren, yellow hills of northern China rolled off into the distance. I distinguished some hamlets below. How many of these people, I wondered, would visit a foreign country in their lifetime? Not many. From my vantage point, these villages were remnants of old China, left out by the economic boom of recent years. Such were my ponderings at the time, though I was to discover that economic growth did not necessarily signify the end of poverty and despair.

On the way from the airport the bus rattled and shook its way through the mid-morning traffic. Bicycles swerved dangerously on either side as the old number sixty-six pulled its way through the packed streets of Beijing. Outside the bus a blackened deco building rotted away against a horizon of gleaming skyscrapers. Down the narrow streets bikes dashed, cars boomed, men shouted; the unmistakable smell of fried tofu soured my nostrils. Unperturbed, a street crew pulled open the sticky tarmac; black smoke billowed from the wound, rising into the otherwise clear blue sky. Having found my stop, I was walking down such a street when my attention was caught by a young woman, child in arms, sliding her way through the morning crowd of suits headed to work in Beijing's opulent Dawangqiao district. As she moved towards me, I listened to what she was saying and was shocked. The infant in her arms was lifeless, a victim, no doubt, of the destitution visibly afflicting its mother. The woman brushed past me and through the rags she held, I caught a glimpse of the child's partially tumefied face. The shiny skyscrapers seemed perverse as a backdrop to such misery. Up to then I had always believed economic growth was virtuous, lifting entire populations out of misery, but somehow I wasn't so sure of myself anymore. As the weeks went by, I was to witness other examples of the sharp inequalities which continue to exist in China. In Shanghai, Nanjing Street provided what was perhaps the most poignant example. A man, kneeling on a street corner, held his hands extended towards passers-by. He was unusual looking and as I got closer, I understood why. This man had no face. In the place of nose and ears were mangled stumps of flesh. In the place of fingers were snags of bone, devoid of nails, or any other demarking characteristic. The man used both hands to hold the occasional charity, unable to keep the coins from slipping through his destroyed fingers. "A factory accident," a friend would later explain. "Explosions are common." I realized then that the problem isn't so much that some are left out by economic growth as it is that some are cheated by it. Robbed of the use of his hands, the man fended for himself as around him the economy continued to forge ahead. Here was the living carcass of a man, the victim of a race to riches left unchecked.

When I applied to the China program it was in the hopes of perfecting my Mandarin. But by the time I returned home, I had achieved much more than that. As a student of Chinese, I learned of locals' perception of their country and the world. As a student of economics, I learned that economic growth is not the silver bullet I took it to be. It propels some to fame and fortune, but for those who fall behind, there is no safety net. I had arrived in China naive, believing that while economic growth gave more to some than others, it was beneficial to all.

I had arrived adhering to the credo that one dollar a month is better than no dollars a month. Yet, my time in China put a face on the consequences of an unchecked economic boom and illustrated its failures. I was wrong, and my experiences in China changed the way I conceive of our work and responsibilities as economists, such as no textbook could have done.

Christian Kaas, Class of 2005
Working in the community: Burundi

This June, a series of completely unexpected events found me in Paris just in time for the alumni reunion in the new ISP building. What a lovely surprise! While the new school building is modern and large, I have fond memories of 6 Rue Beethoven. When I first joined the school we were in the month of April, there was much rain. I often arrived with a dripping umbrella, and Paris was gray and dismal, but the old building would be brightly lit, warm and cozy. It felt good to be there.

I studied at ISP from '89-'92. After completing undergraduate studies in India, I moved to the US to do my postgraduate studies and then worked in New York for over 5 years. I managed client services for a community-based agency that served Asian & Pacific Islanders living with HIV/AIDS, and later worked as a senior trainer and mental health clinician for a US Employee Assistance Program. Among other things, I provided grief counseling to French-speaking Canadians from Quebec. After 8 years in New York City, I returned to India two years ago, completed a long-term residential course in yoga, and also trained as a Yoga teacher. Last year, the United Nations Peacekeeping Operation recruited me to work in Burundi, which recently had UN-administered elections after 14 years of civil war, and has since had a shaky peace. It is a small francophone country in East Central Africa, wedged between the Democratic Republic of Congo, Rwanda, and Tanzania.

I led a multicultural team to organize key activities for a national campaign against gender-based violence, which was particularly focused on sexual violence against minors. I also took primary responsibility for delivering mission-wide mandatory training on “Sexual Exploitation and Abuse.” I enjoyed the opportunity to work in a culturally diverse environment, where I found an abiding respect and mutual appreciation for different cultures. It reminded me of life at high school, and not unlike ISP, new people would arrive constantly, while others moved away.

It must be emphasized that I did all this in French. All the credit goes to my former French teachers at ISP. There was Mme Osat, who taught me the essential first words, “Je m’appelle Surabhi,” and further provided me with a solid base in French, and Mme Valerie Berthy who helped me pursue Advanced French. Thank you both very much / Je vous remercieinfiniment!

These days, I work as a consultant with an Indian NGO for child rights, and will soon teach yoga classes at the center where I took my beginner’s course, 3 years ago. All is well! Given the constraint of space, I cannot name them all but here is a very big thank you to all my former teachers (and classmates). See you at the next reunion.

A message for ISP students: “Be loving to yourself and to others. Live your school life fully and practice excellence in all you do. This means don’t skip Biology to do your English homework!”

by Surabhi Prakash, Class of 1992

College and University Acceptances for the ISP Class of 2006

Congratulations to our Class of 2006 for their acceptance into the following colleges and universities worldwide.

United States & Canada
- Barnard College
- Boston University
- Brown University
- Clark University
- Columbia University
- Hampshire College
- Macalester College
- McGill University
- Mount Holyoke
- Ohio Wesleyan
- Smith College
- Wheaton College
- University of Chicago

United Kingdom
- Goldsmiths College
- (University of London)
- London School of Economics
- Loughborough University
- School of Oriental & Asian Studies
- (University of London)
- Queen Mary, University of London
- Queen’s University Belfast
- University of Bath
- University of Leeds
- University of Oxford

Switzerland
- Ecole Hotelière de Lausanne

Japan
- Aoyamagakuin University
- Chuo University
- Gakushuin University
- Kansai University
- Kansei-Gakuin University
- Keio University
- Meiji University
- Ritsumeikan University
- Sophia University
- Waseda University
- Yokohama National University

Korea
- Young Nam University in Daegu
About 40 alumni met at ISP last June and enjoyed seeing each other and reminiscing with teachers.

June in Paris

About 45 alumni and past parents gathered at the Village Community School in the heart of Greenwich Village in NYC. There was lots of good food from around the world, much reminiscing and plans to reunite in the future.

November in New York

On November 3rd about 45 alumni and past parents gathered at the Village Community School in the heart of Greenwich Village in NYC. There was lots of good food from around the world, much reminiscing and plans to reunite in the future.
February in London

Many current and former teachers were present at this annual reunion, held at the Mango Tree Restaurant in London. Mme Habibi, Ms. Harrison, Mr. Morris, Mr. Kerr, Mr. Anderson, joined Headmaster, Mr. Jones and Principal, Mr. Piper for a lively gathering in a very hip London setting!

Emily Kogut ‘06

The prestigious journal, The Concord Review, has published in its Fall 2006 issue the extended essay of one of last year’s graduates, Emily Kogut. The journal is a quarterly review of essays by students of history, and Emily’s subject was on the Rwandan Genocide. In the letter she received announcing the publication, the founder of the review said: “Your account of the failure of the UN and the rest of the world, East and West, to act in time to prevent the huge but short 100-day slaughter in Rwanda, will be of interest to our readers, and I am glad to have been able to distribute the work…..to subscribers in 42 states in the U.S. and in 32 other countries……..” Emily now attends Barnard College in New York City and worked on this essay under the guidance of History teacher, Mariam Habibi.

As usual, there was a good crowd of alumni at the Tokyo reunion. Organized by students, this year’s gathering boasted over 60 alumni, with a surprise visit from Mr. Bultmann. Mr. Ishimura and his wife Yukie, were there to bring ISP news to these far-flung former students.
To provide some insights and advice for students and parents who are interested in applying to colleges and universities in the United States, the Tribune talked with Diane Hopkinson, the ISP College Counselor for English-speaking universities, who has spent the last two summers touring colleges and universities in New York, Boston, and Chicago and talking with their Directors of Admissions.

What colleges and universities have you visited? And, what does a tour or a visit of a college entail?

During the summer of 2005, I visited numerous colleges in New York and the Northeast, including NYU, Columbia University, Barnard, Sarah Lawrence, Vassar, Bard, Yale, Brown, and Salve Regina. This summer I was able to visit schools both in the Boston and Chicago area. It was interesting to compare the campus cultures at institutions such as Harvard, MIT, BU, Boston College, Tufts, Northeastern, the School of the Museum of Fine Arts Boston, Wellesley, Clark University, and Endicott, as well as schools in the Midwest including the University of Chicago, Northwestern University, DePaul, and Columbia College.

Students who visit campuses during the summer can participate in information sessions and tours organized by the Admissions and they are also free to walk around the campus on their own, visit the student center, and eat in the cafeteria. If you plan a visit while the schools are in session, you can sit in on classes and talk with students. I find it interesting to go on the tours not only to see the campus but to also see the students who are usually accompanied by their parents. It gives you an idea of the community and what it might feel like being there on a day-to-day basis. Even looking at the bulletin boards on the walls gives you a feel for the students’ sensibilities. When students visit a campus and are deciding which colleges to choose, I think they really have to go with what feels right for them as soon as they step on the campus...which college fits their personality.

One of the most important aspects of my college visits is meeting with the Directors of Admissions and gaining insights into the application and selection process as well as understanding their perspective on what’s happening at their university.
Did you hear a common message coming from the College Admission Deans at these diverse universities?

I heard again and again that Admissions are selecting those students who they feel have expressed a real interest in their schools and if accepted will most likely attend. Of course, there has to be an academic fit – the students must have the grades. But, Admissions Directors are really interested in the students who are “on their radar”, the ones who have filled out the school’s information card, who are on the school’s mailing list, have visited the campus, and have contacted admissions and even academic departments to inquire about the school’s programs. This is why it is really important that students do their research, select “8 first choices”, and develop their contact (or relationship) with the schools and the Admissions well before they send in their applications.

Besides the academic requirements, what are some of the considerations that the Directors of Admissions are looking at when they select students?

I think Robin Worth, the Director of International Admissions at Harvard, summed it up when she said, “We try to put together a class where people want to come to be with those students, a class that will thrive and exploit the resources of the university. We are interested in what this person is going to be like at our school...What are you going to do at Harvard?” Acceptance at a university is not a causal relationship. There is not a checklist of things you have to do or bases that you have to touch. Students should do what they like and participate in activities that truly interest them. Schools are looking at what motivates individuals to do what they do in their free time and why they made the decisions they made. Passion, the new buzzword in Admissions, has replaced diversity and excellence in their student’s profile.

Can you give any advice on that daunting challenge – the personal essay?

In a nutshell, students should pick something that is important to them and then write an essay that nobody else could write. Admissions are interested not only in what the students do but how it affects them. It is the chance for them to hear and to know the student’s “own voice”.

Do you have any other words of advice?

One thing I’d like to add is that ISP students have a great advantage with the IB diploma. It’s well recognized as a challenging, pre-university program that is a good indicator of their ability to succeed at the university level. Admissions recommend that students take the most challenging courses offered by their school in which they are able to succeed.

Finally, I’d like to say that the application process, although at times stressful, is an exciting and promising experience. If students and parents have been open-minded and realistic in their college selections, then the results will be very rewarding.

New Music Room Houses New Piano

Specially designed to accommodate music classes for all ages, the sound-proofed room has space for small groups to rehearse or for larger classes to learn. The room is additionally enhanced with a new baby grand piano, donated by the PTA and the funds raised at last year’s Auction. Phil Anderson, Head of the Arts Department, is very pleased to have a room “where our talented students can finally come together to play, practice, and perform.”
Creativity, action, and service; three words, when meant to inspire IB students, strike fear and worry into their hearts. For those unfamiliar with the CAS program, it is an essential element of the International Baccalaureate program. The program is based around completing 50 hours each of creative activity, action, and community service; however, the point of CAS is not to simply annoy the IB student or detract from his or her work, but in fact to hone skills which build character, induce individuality and a sense of community service. Each of the three criteria is built around improving the student in some way; to guarantee not a generation of unimaginative drones, but one brimming with inventive and passionate people. But, in all honesty, throughout the course of completing the program, the average IB student overlooks all of these aims and curses those who thought up the horrible idea. All of this asserts the fact that the IBO does not wish to read a student’s activities and simply see fifty hours of football, fifty hours of painting, and fifty hours of working in a soup kitchen; going about the program in this way completely defeats the purpose as it yields no obvious results. Being a student enrolled in the IB program, I was tempted to opt for the lazy way out; however, upon further reflection, I realized that not only was it lazy, but it would be generally an inadequate use of my time. I decided that venturing into unknown territory, perhaps learning a new language, taking up a new art of some sort, playing a sport I know nothing about were not only things that would benefit me greatly in the long run but also, quite coincidentally, happened to be exactly what both the IBO and universities are looking for. Some tend to think of the 150 hours of CAS as the academic equivalent of community service given to felons; in fact, most students fall into that category from time to time. However, as a whole, I hope that I can appreciate what I’ve learned once I’ve completed the program and also that I can add writing this article to my CAS journal.

by Osman Yusuf, Grade 12

CAS: Belittling or Encouraging?
In September each grade of the Middle Years Programme has a week of learning and growing together in a different environment, away from Paris. Grade 7, as part of a cross-curricular project on The Renaissance, visited the Loire Valley.

Je suis allé dans le Pays de la Loire avec ma classe de grade 7. Six professeurs sont allés avec nous. C'était la première fois que j'allais dans le Pays de la Loire sauf une fois quand j'ai visité le château de Chenonceau avec ma famille.

J'ai beaucoup aimé les moments qu'on a passés dans le Pays de la Loire. Le temps était irrégulier : le matin, il faisait froid mais à midi, il faisait beau. On a fait beaucoup d'activités pour apprendre des choses sur le sujet qu'on étudie à l'école, la Renaissance. Le premier jour, on est allé à la Cathédrale de Saint-Denis. On a aussi dû écrire sur ce qu'on a vu. Un homme nous a donné des informations sur les castors et toutes les plantes qu'on peut trouver là-bas.

Le deuxième jour, on est allé à deux jardins, Villandry et Chaumont. A Villandry les gens avaient coupé parfaitement des arbres en de jolies formes. Il y avait beaucoup de raisins noirs qu'on a pu manger ! Le jardin suivant était très interactif, avec 27 jardins différents, chacun avec une histoire. C'était très amusant. Le soir on a vu les professeurs Mme Hauke, Mme Beale et M. McPhail costumés, et danser avec la musique de la Renaissance, et on a dû les copier.

Le troisième jour, on a visité mon château préféré, Chenonceau. J'aime Chenonceau parce que je pense qu'il est le plus beau et le plus original. Après déjeuner, on est allé sur un bateau sur la rivière, le Cher. On est passé sous Chenonceau. J'ai eu la chance de prendre beaucoup de belles photos.

Le quatrième jour, on est allé à la maison de Leonardo da Vinci, Le Clos Lucé. On a pu regarder toutes ses inventions qui étaient sur tous les murs. On est aussi allé chez un chocolatier. C'était très bon !


Il a inventé le vélo, le parachute etc. Le premier jour, quand on est allé à côté de la rivière, j'ai beaucoup appris sur les castors, qu'ils construisent leurs abris le soir. J'ai aussi appris que ce n'est pas si mal de se retrouver avec des gens différents de ceux que tu connaissais, car c'est juste pour dormir et tu peux faire de nouveaux amis. Tu apprends aussi à résoudre les petits problèmes, et les professeurs sont là.

J'aimerais bien montrer le Pays de la Loire à ma famille car il y a beaucoup à faire là-bas ensemble, et je voudrais aussi re-visiter Chenonceau une troisième fois !

Michaela Salomon, Grade 7
Facts about Fund Raising at ISP

All the best schools have a strong fund raising program that involves all of the constituents, is approved and led by the Board of Trustees, and allows for a cohesive plan for the future. ISP is no different, and in fact, has had a fund raising program for the past five years. Because the culture of philanthropy is new to many of our families, this article attempts to address some questions.

If tuition is so high, why does ISP need to ask us for more funds?

There is a limit to how much tuition can be raised each year. Tuition, 75% of which goes directly to support our faculty and staff, is fixed so that it is comparable to those of other schools in the region. It is also important that ISP remain affordable to all of the school’s constituents. In addition, ISP receives no funding from the State and is therefore dependent on tuition and monies from outside sources.

So where do these extra funds come from?

Money raised from the annual fund, from the Auction, from the various PTA activities all goes back into the school. It directly benefits all the students at every level. Funds are also received from corporations and foundations, but it is mainly from individuals who believe in the school and are willing to support it through their own gifts.

Where does this extra money go exactly?

In the past, extra donations have helped provide a new playground for the Primary School, added extra computers to the labs, bought a baby-grand piano for the music department, and supplied books and on-line technology to the libraries. This year, funds will provide interactive whiteboards and moveable computer labs in all divisions of the school.

What if I am not able to contribute a large gift?

All donations to the school are gratefully accepted, large or small, and are used to enhance the curriculum, academic and sports programs, and to build the school’s endowment and scholarship funds.

Extra funds from sources other than tuition give the school the freedom, and the confidence, to make decisions about programs, new buildings and financial aid. They provide important resources to fulfill the school’s mission while allowing people to support their passions (scholarships, teachers) through giving. In short, it gives the school the freedom to move forward and creates a legacy of giving that sets an example for others who follow.

Giving to education supports our children in an increasingly competitive, global world and gives them the tools they need to become our future leaders.

2nd Annual Auction
Save the Date – March 10, 2007

What do Clint Eastwood, Zidane, and Bridget Fonda have in common? They have all donated items to the ISP Auction, set for Saturday, March 10th on the Beethoven campus. Once again, the ISP community will be treated to a lively and fun evening while raising funds for the school. A trip to Bali, a vacation home in Normandy, a weekend in Evian, a Louis Vuitton bag, signed posters from Clint Eastwood and Benicio del Toro, dinners in elegant restaurants……all of this and more! This year, all proceeds will go towards providing interactive white boards and new technology in all classrooms.

For more information on the Auction or how you can make a donation to the school, please contact Carrie Levenson-Wahl at levenson@ispParis.edu or at 01 42 24 09 19.