

Student Support Services Team Handbook

 INTERNATIONAL SCHOOL
OF ZUG AND LUZERN
respect | motivate | achieve



**Nursing • Counselling • Learning Support
English as an Additional Language**

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Our Mission Statement

The International School of Zug and Luzern (ISZL) provides a high quality Early Years to Grade 12 international education to day students resident in the cantons of Central Switzerland.

Respect | Motivate | Achieve

ISZL promotes a climate of respect, where outstanding teachers encourage students to develop self-confidence, positive relationships and an enthusiastic approach to learning.

ISZL is committed to excellence in education through a balanced academic programme. Students at ISZL share responsibility for their own learning in a caring and stimulating environment designed to promote achievement.

Introduction to this Guide



Welcome to the Student Support Services Handbook. I hope in this document you will find all the information you need to access and understand the services we offer as a school. ISZL is a special place, and it is an inclusive place. We are committed to providing a programme which is accessible to all our students and to support those students who need it to achieve their very best. We are proud to have four talented teams of professionals who are committed to this purpose.

A blue ink handwritten signature of Barry Dequanne.

Barry Dequanne

Director

Welcome from our Heads of Student Support Services



Stephany Herzog
Head of Student Support
Services Zug Campus

As the Heads of Student Support Services across both ISZL Campuses, we are delighted to join ISZL's Director to welcome you to this publication. We hope this guide will be of practical help to parents whose children need support, explaining the way in which ISZL's student support teams work together to ensure all students have equitable access to learning. Please contact us if you have any concerns or questions.



Tamara Redmond
Head of Student Support
Services Riverside Campus

Inclusion at ISZL

ISZL agrees to support, respect and seek inclusion with regards to the safety and care of all community members. This includes but is not limited to: age; disabilities; ethnicity; gender; gender expression; gender identity; health needs; languages spoken; marital status; mental health; national origin; political affiliation; race; religion; sex; sexual orientation, and any additional characteristic protected under Swiss law.

ISZL endeavours to understand and protect the civil and human rights of all individuals within the community, striving to maintain a high level of multicultural awareness and knowledge about all applicable laws and statutes related to non-discrimination and inclusion. This policy relates to all decisions and advocacy regarding staffing, recruitment, student care, suitability of external organisation partnerships, and curriculum. ISZL will review this policy, as well as practices and procedures periodically.

Our ideas about inclusion are articulated in our school philosophy and procedures which you can find on our website: **www.iszl.ch**

The International School of Zug and Luzern promotes a philosophy of inclusion and strives to:

- provide a safe and supportive environment for diverse learners
- know the whole child and support their academic, social, and personal growth
- collaborate to ensure that all ISZL programs are accessible to all students

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

(Learning Diversity in the International Baccalaureate Programmes, 2010, p. 3)

Confidentiality Statement

To provide exceptional care to meet the needs of every student, we at ISZL recognise that relevant staff may be the recipients of confidential student/family information if it is in the legitimate educational interests of the student and if consent has been received.

Admissions

All ISZL campuses provide support for students with identified mild to moderate learning needs, English language acquisition needs, mild social-emotional needs, and specific health needs. Students flagged at admissions may be informally or formally assessed to ensure the school can meet their needs. Parents may be requested to provide further diagnostic information to help clarify presented needs. If documentation is not in English, necessary translations may be requested. Applications are reviewed by the ISZL Student Support Services Team (SSST) and if it is deemed that a student is unable to successfully access the curriculum with the services on offer, then admission to ISZL may be denied.

De-enrolment

On occasion it is possible that, due to significant needs, the school may feel we cannot continue to support a child to access the programme effectively. If this is the case a Student Study Team (SST) meeting is held with representation from the relevant Student Support Services Team(s), teachers and the Divisional Principal, where a recommendation is made to the Divisional Principal who makes the final decision.



Mission and Vision Statements

ISZL Student Support Services Mission Statement

To promote a system of proactive, holistic student support that is caring, inclusive and individualised.

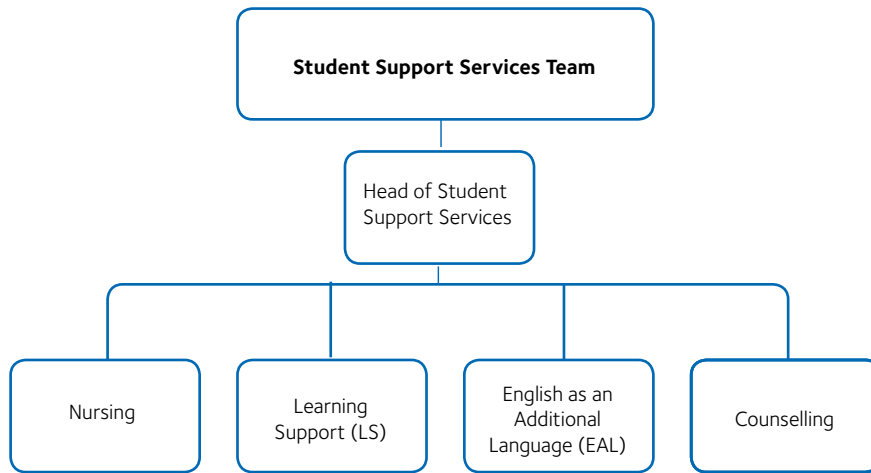
ISZL Student Support Services Vision Statement

To provide exceptional support to meet the needs of every student in partnership with staff, parents or guardians.

Student Support Services Team Core Beliefs and Values

- We are committed to support and advocate for individual students
- We value and respect every student's voice
- We provide access to services and resources for all students, within our capacity
- We believe that collaboration between all stakeholders is fundamental to ensuring student success
- We are committed to utilising current evidence-based practice
- We embrace and value the diverse nature of our community
- We believe in nurturing a safe environment of trust within our community
- We believe in having students placed in the most inclusive setting

Structure of the Student Support Services Team (SSST)



Role of the SSST

The SSST works in collaboration with classroom teachers to support students with various needs. It aims to increase independent access to the curriculum. The role of the SSST includes:

- Directing interventions for students with the focus of increasing independent success and maximum growth within the programme
- Advocating for students and encouraging student self-advocacy
- Educating students, parents/guardians and teachers about a student's educational profile
- Supporting subject/classroom teachers to ensure students' needs are being addressed in the classroom
- Communicating student progress and strategies to the parents/guardians to bridge the home-to-school connection
- Meeting regularly with teachers, parents/guardians and school leadership to monitor, adjust and revise support as needed
- Sourcing extra support as and when a student need is identified

Student of Concern Process

Description of Student of Concern Processes (Whole School)

At ISZL the identification and development of strategies and documentation to support students has two distinct parts to it: the Student of Concern (SOC) process and the Student Study Team (SST) referral process. The SOC process is summarised below:

Student of Concern

LEVEL 1

Review student file
Communicate and collaborate
Informal conversations and strategies
Monitor
iSAMs Level 1 concerns entry (MS & HS only)

LEVEL 2

Collaborate
Grade level team meet
- action plan
- interventions
- data gathering
- follow up discussions/meetings
Communicate to student/parents

LEVEL 3

iSAMs Level 2 concerns entry (MS & HS)
Referral to Student Study Team
SST Divisional team meet
Communicate
- student/parents
- teachers
Follow up review



The stages for dealing with Students of Concern are as follows:

Student of Concern monitoring (Levels 1 and 2)

This process involves all professional adults who interact with students. If incidents or interactions with students suggest a concern, this concern is noted and shared with the relevant divisional SSST members. These concerns can be of a behavioural, pastoral, academic, or emotional nature and are dealt with by the support teams at each division.

Referral to SST & Eligibility for Services (Level 3)

If a student continues to face challenges following all of the interventions provided following level 1 and 2 concern entries, then a referral to the SST may follow to determine eligibility for receiving specialist support services. This process involves Student Study Team (SST) members composed of Head of Student Support Services, Nurse, Counsellor(s), EAL teacher, Assistant Principal, Programme Coordinator and relevant teacher(s). The exact composition of this team depends on the student and the needs identified.

Details of Student of Concern Processes at ISZL Divisions

LEVEL 1 1st Flagged	LEVEL 2 Ongoing Concerns	LEVEL 3 SST Referral
<p>WHOLE SCHOOL</p> <p>Check student file</p> <p>Communicate/collaborate - informal daily conversations</p> <p>Monitor student</p> <p>iSAMs Level 1 concern entry (MS & HS only), PS Homeroom Teacher manages concerns</p>	<p>PRIMARY SCHOOL</p> <p>Collaborate - Teacher, support staff & Assistant Principal meet. Create action plan for data gathering, interventions & set follow up discussions/meetings</p> <p>Communicate - Teacher communicates with parents</p> <p>MIDDLE SCHOOL</p> <p>Collaborate - Grade Level meeting discussions. Create action plan for data gathering, interventions, observations & set follow up discussions/meetings</p> <p>Communicate - Teacher communicates with parents & student</p> <p>iSAMs - Concern & interventions entered for record purposes</p> <p>HIGH SCHOOL</p> <p>Collaborate - Grade Level Leader, Head of SSS, Counsellor, Assistant Principal review all L2 concerns. Create action plan (data gathering, informal meeting with appropriate people) Includes Coordinator with Curriculum Coordinator for G11/12 students.</p> <p>Communicate - Teacher communicates with student and/or parents</p> <p>iSAMs - Concern & interventions for action, purpose & records for record purposes</p>	<p>LEVEL 3</p> <p>Referral Form to Student Study Team (Head of Student Support Services, Counsellor, EAL, Nurse, Assistant Principal, includes curriculum coordinator for G11/12 students)</p> <p>SST will create an action plan which could include:</p> <ul style="list-style-type: none"> -Suggested learning strategies recorded in iSAMs -Individual Learning Plan (ILP) -Referral to outside services <p>All SST notes, ILP or strategies are recorded in iSAMs and/or Google drive</p> <p>A review date will be identified</p> <p>Communicate with parents</p>

If a student is admitted to the school with an identified need, that student automatically becomes eligible for SSST services

Documentation

The Student of Concern process is documented in iSAMs, our school's student database, and is a confidential platform not accessible outside of the faculty of ISZL.

Teachers use the 'Level 1 concern form' available through iSAMs to identify students who they believe need to be monitored or may need some additional support with their learning or social-emotional development.

School leaders use the 'Level 2 concern form' in iSAMs to identify students with ongoing concerns. These are often students who are currently not making any progress in the student of concern process and where more information may need to be gathered. Level 1 and Level 2 notifications of these submissions are sent directly from iSAMs to members of the SSST, Principals/ Assistant Principals, Programme Coordinators, Grade Level Leaders and homeroom teachers.

Once a member of the SSST team, a programme coordinator or an Assistant Principal feels that a student should be discussed by a divisional Student Study Team (SST) the Head of SSS is notified. The teachers involved with the student are asked to complete the 'SST Data Catcher'.

Once a student is referred to the SSST, a Student Study Team meeting is held to plan how to support the student. This meeting includes the Assistant Principal, relevant SSST members from the division, Grade Level Leaders, homeroom teacher and/or the Programme Coordinator.

Parents/guardians will be communicated with during the Student of Concern process and this communication is sent through iSAMs or a document in the Google drive to provide a record of the process followed. The school is committed to providing parents/guardians with information regarding this process in a timely fashion.

Serious Individual Incidents

On occasion, a serious individual incident may warrant an SST meeting being called to support a student in severe need that has not been part of the Student of Concern process. This is at the discretion of Head of Student Support Services, Assistant Principals or Principal in each division. It is also possible that in response to a student support crisis, a counsellor may provide immediate support without an SST meeting having occurred.

Case Manager

Once a student has been placed on the SSST register, a contact person is then recorded in iSAMs. This member of the team acts as the first point of contact for parents/guardians, teachers, SSST members and for the student themselves regarding their specialist support. The selection of the case manager is dependent on the specific challenges of the student.



Learning Support Team

The Role of Learning Support

The Learning Support department works with students who are identified with specific learning needs or have gone through the ISZL Student of Concern process and met eligibility criteria. This may involve a comprehensive initial evaluation which includes data gathering and any additional assessments needed to determine whether a student is eligible for services. A case manager is assigned and an Individual Learning Plan (ILP) is developed. The ILP is a cornerstone of quality education for each child with a learning difference. It provides a guide to maximise educational benefit and may include strategies, goals, accommodations and services.

The Learning Support teachers work closely with classroom teachers and other specialists throughout this process. The Learning Support team updates faculty on student needs and assists with differentiating content as needed. The school provides a flexible, individualised support programme which may involve monitoring and case management including accommodations, in-class assistance, and student pull out for individual or small group instruction. ILPs and/or accommodation and strategies are available for teachers to view on iSAMs.

External Service Providers

The SST may make recommendations for outside evaluations by qualified professionals and families are required to fund these assessments. Learning Support and Counselling teams maintain a list of available external professionals, including clinical psychologists, educational psychologists, occupational and speech therapists. Written consent from parents/guardians is required for all forms of communication between Learning Support staff and outside professionals.

Modifications and Accommodations

Students receiving Learning Support may be considered for curriculum modifications or accommodations as documented in their ILP.

An accommodation is defined as anything that allows a student to access the curriculum. It does not change assessment grading criteria and does not need to be reflected in reports or transcripts. Some examples of accommodations include: use of a calculator, small group testing, additional time, or shortened assignments. If a student is in Grades 11 or 12 and taking external examinations, then accommodations for these examinations will be applied for to the appropriate examination board. All accommodations are recorded in iSAMs, but accommodations are not reflected on student reports.

Modifications involve a change to assessment criteria and are made in consultation with the Head of Student Support Services, case manager, parents/guardians and Principal. For students in Grades 9-12, modifications are recorded in transcripts and require permission from parents/guardians.

Alternative Graduation Pathway

Students receiving modifications may qualify for an alternative graduation pathway. The case manager, in consultation with the student, parents/guardians, subject teachers, relevant members of Student Support Services Team, Head of Student Support Service and Principal, will further determine if a student is eligible. Once eligibility is ascertained, the student's transcript will document the alternative graduation pathway. Alternative educational goals and objectives for the identified academic courses will be drafted through the student's ILP.

Exiting Learning Support Services

Students receiving Learning Support services may be exited from the program if they have demonstrated that they can access grade-level curriculum independently and do not require additional support. The decision to exit the program is made in collaboration with students, teachers and parents/guardians, and is supported by well-documented assessment information.





English as an Additional Language (EAL) Team

The Role of EAL support

At ISZL, English as an Additional Language (EAL) support means extra English language support for students in Kindergarten to Grade 10 who come from non-English speaking backgrounds or have been educated in a language other than English.

The EAL team consistently and carefully monitors EAL students' progress. The EAL teachers work with the students in pull out or push in lessons. Students who are new to the English language typically receive support for three to four years. EAL students' English language progress is reviewed regularly using a range of assessments and feedback. Individual EAL student targets and strategies are recorded in Individual Learning Plans.

We regularly communicate with parents/guardians in a variety of different ways throughout the school year.

Entering the EAL Programme

Students entering Kindergarten to Grade 7 are evaluated by the EAL team upon arrival to decide if EAL support is necessary. Students entering ISZL in January onwards who are in Grade 7 and above are evaluated during the admissions process. As stated on the ISZL enrolment form, ISZL has a clear procedure regarding decision-making about entering and exiting EAL support at ISZL. There is also an additional fee for EAL support and this is listed on the ISZL Enrolment and Fee Payment Policy.

Exiting the EAL Programme

The EAL teachers regularly evaluate EAL students' progress with input from their homeroom and subject teachers while they are receiving EAL support. As soon as a student is able to access the grade level curriculum, he or she may exit the EAL programme.

EAL in the Primary School (Kindergarten to Grade 5)

There are four EAL phases in the Primary School. EAL students progress from one EAL phase to the next. EAL support stops at the end of EAL Phase 4. Students who begin in EAL Phase 1 typically have EAL support for up to four years. EAL Phase 1 and 2 EAL students receive EAL lessons instead of German unless they are native-speakers of German.

Phase 1: EAL students at this level have limited or no understanding of English. They rarely use English for communication.

Phase 2: EAL students at this level can understand phrases and short sentences. They can communicate limited information in simple, everyday and routine situations.

Phase 3: EAL students at this level understand more complex speech, but still may require some repetition. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Proficiency in reading can vary at this level.

Phase 4: EAL students at this level are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

EAL in the Middle School (Grades 6-8)

There are five EAL phases in the Middle School. EAL students progress from one EAL phase to the next. EAL support stops at the end of EAL Phase 5 (see overleaf).

Students who begin in EAL Phase 1 typically have EAL support for 3-4 years. EAL Phase 1 and 2 EAL students receive EAL lessons instead of German, and French or Spanish. EAL Phase 3, 4 and 5 students in Grades 6 and 7 receive EAL lessons instead of French or Spanish as a Foreign Language. EAL Phase 3, 4 and 5 students receive EAL lessons instead of German, French and Spanish.

In the Middle School, EAL classes are referred to as EAL support, which includes MYP English and general academic English support. Also, in some grades, EAL students attend an MYP Language & Literature EAL course specifically designed for EAL students. Students are graded based on the criteria for these MYP courses which correlate with the general EAL phases below.

EAL in the High School (Grades 9-10)

There are two EAL phases in the High School, EAL Phase 4 and 5. EAL students progress from one EAL phase to the next. EAL support stops in EAL Phase 5.

Students who begin EAL Phase 4 in Grade 9, typically have EAL support in Grades 9 and 10. Students usually take one year to move one phase.

General EAL Phase Descriptions for Grades 6-10¹

Phase 1: EAL students at this level can understand and use familiar everyday expressions and very basic phrases. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Phase 2: EAL students at this level can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, school). They can communicate in a simple and routine way, exchanging information on familiar matters. They can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

Phase 3: EAL students at this level can understand the main points of clear standard input on familiar matters regularly encountered in school. They can deal with most social situations likely to arise in school. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Phase 4: EAL students at this level can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

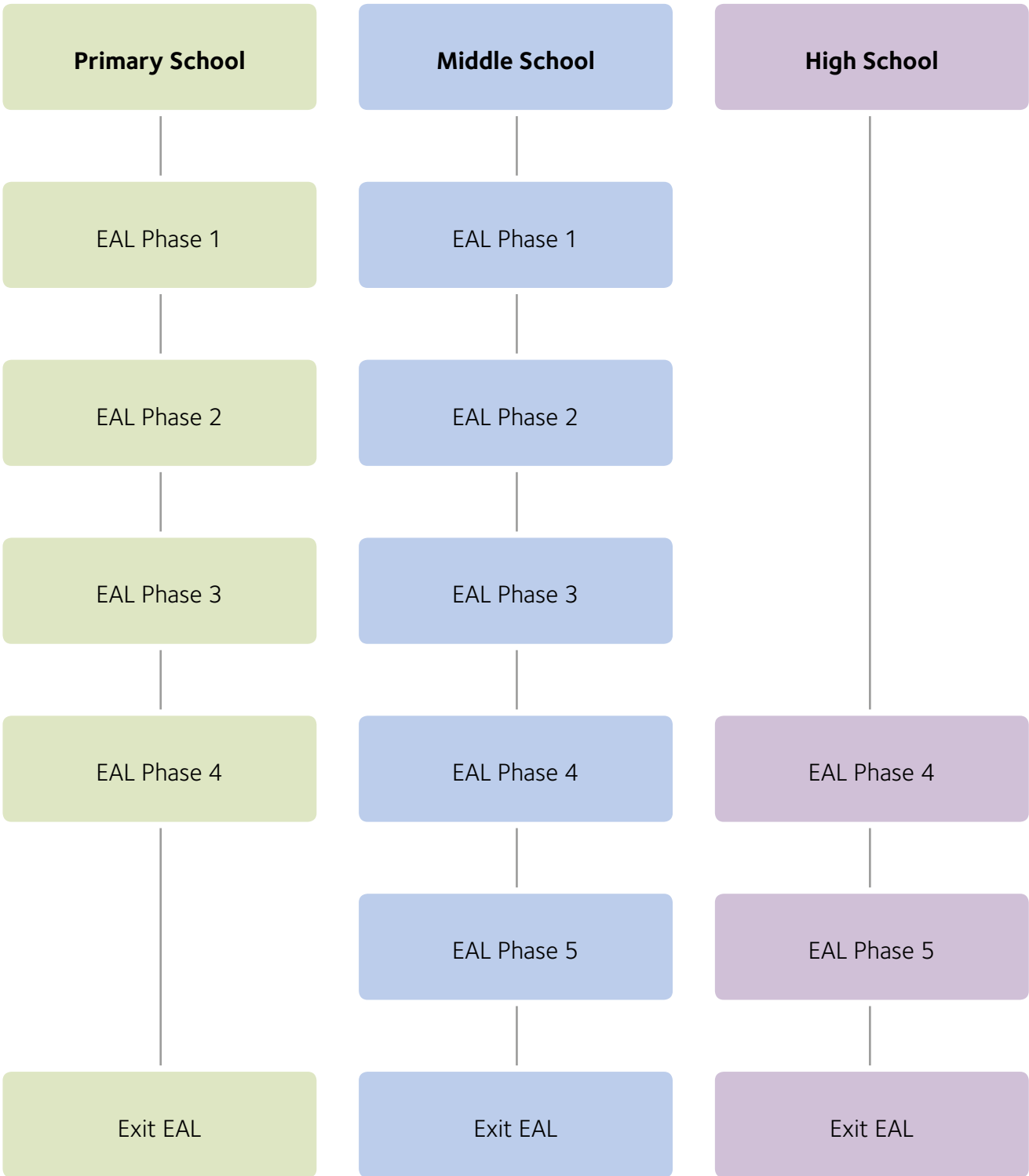
Phase 5: They can use language flexibly and effectively for social, academic and professional purposes. They can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Exit level: EAL students at this level are native-speaker level according to international school age expectations in academic language.

EAL in Grades 11 and 12

In Grades 11 and 12 EAL students can receive EAL support. Support in Grades 11 and 12 is only offered after school where available. Students can refer themselves or can be referred by teachers for extra EAL support.

¹ based on CEFR standard (Common European Framework of Reference for Languages)





Counselling Team

The ISZL Counselling Team is committed to following best practices to empower students to discover, explore and achieve their potential as lifelong learners. ISZL counsellors promote a positive school climate through the delivery of a holistic program in support of the personal, social, emotional, academic and future wellbeing of ISZL students.

- ISZL counsellors serve within the Student Support Services Team (SSST) that cares for the social, emotional, and academic wellbeing of our students
- ISZL counsellors provide support services to students and families as they transition to and from our school community, including post-secondary pathways, as well as internally across school divisions
- ISZL counsellors are accessible to our school community as an integral part of wellness, child protection and the Personal, Social and Health Education Programme at ISZL for students and staff
- ISZL counsellors facilitate and inform the school community on important social, emotional, academic, and post-secondary topics throughout the school year
- ISZL counsellors provide short-term, solution-focused counselling services to our students while maintaining our students' rights to confidentiality. If students exhibit more intensive therapeutic needs, the counsellors will refer families to outside professional services and provide case management



Role of the Counselling Team

The Social-Emotional Counselling Team offers individual, group and family support to the ISZL community. Counselling topics may include transitions, friendship issues, academics and other social-emotional concerns. Services offered by the counselling department are proactive, collaborative, and solution-focused in nature and support the developmental needs of the students. Members of the ISZL community can request short-term counselling services that will follow referral procedures. Counselling services usually last 6-8 weeks, though case management and support may be extended based on needs. If a student's needs are still present after in-school support has been provided, the counsellor will assist the family in seeking outside professional support. In some cases, an immediate outside referral will be made.

Creating a partnership and establishing an atmosphere of trust and rapport with the students, parents/guardians and staff are extremely important, therefore, confidentiality is honoured and discussed.

The Counsellors also assist in:

- Building positive communities that cross-cultural barriers
- Providing transition assistance and support for incoming/outgoing students and families
- Assisting students in developing skills towards independence
- Facilitating parent workshops
- Helping students in acquiring the skills needed to foster healthy relationships
- Assisting students in crisis
- Leading in-class workshops and instruction with a focus on Personal, Social and Health Education

ISZL High School Counsellors provide a range of services that assist our students to make successful transitions within and beyond high school including:

- Researching and understanding post-secondary options for all upper high school students
- Creating an understanding of global post-secondary application systems and requirements through the facilitation of workshops, individual meetings, and schoolwide events
- Providing academic counselling services for students transitioning into Grades 11 and 12 that put them in a position to successfully meet ISZL high school graduation requirements and post-secondary entry requirements
- Providing assistance and advice to students and their families for a wide variety of post-secondary applications
- Ensuring that all high school students successfully meet ISZL high school graduation requirements as well as meeting entry requirements for post-secondary education
- Liaising with the global college counselling and post-secondary admissions communities on behalf of our students and school
- Managing the supporting documentation needs of our students to successfully apply and transition to other educational institutions (i.e. transcripts, letters of recommendation, etc.)
- Planning, organising and hosting university visits to the ISZL campus and within central Switzerland



Nursing Team

Role of the Nursing Team

At ISZL, the holistic health and wellbeing of the student population is paramount. A student's health status is directly related to his/her ability to learn. A team of qualified nurses present on each school campus throughout the school day. They provide expertise and oversight for the provision of school health services and promotion of health education, delivering classroom teaching of health education topics within the Personal, Social and Health Education Programme. The nurses work in collaboration with the SSST as advocates in ensuring each child's holistic needs are met.

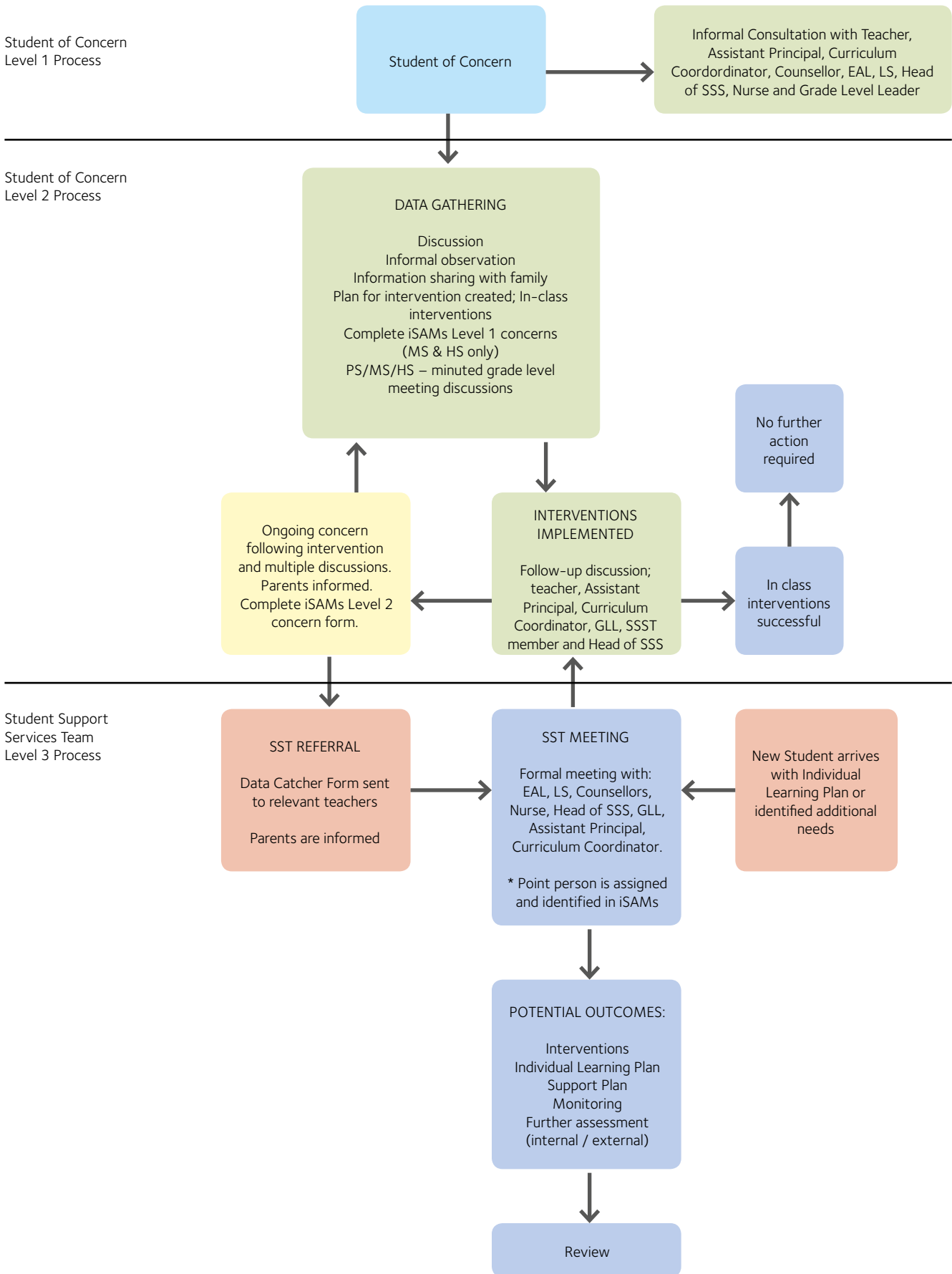
Health Services Provided by the Nurses:

- Assessment, diagnosis, treatment and evaluation of acute illness and injury as well as referral to physicians and/or hospitals as needed
- Health education and health counselling for students, staff and families
- Appropriate referral to the outside medical community for follow-up services
- Dispense medications to students requiring treatment during the school day per their families' or physicians' requests
- Maintain student visits and health records including Individual Health Plans (IHPs) and Individual Care Plans (ICPs)
- Evaluate student immunisation status by country
- Assistance with coordination of school response to Public Health issues such as outbreak of communicable diseases with Leadership Team
- Ensure confidential documentation of students with special health needs as well as inform teachers appropriately regarding special health needs students
- Collaborate with teachers, student support teachers and counsellors to coordinate services and evaluate students with special health needs
- Participate in school committees or activities where expertise of a health professional would benefit the group
- Vision and hearing screening (PS and MS only)



Appendices

Appendix 1: ISZL Student of Concern Referral Process



Appendix 2: Glossary of Terms

Accommodations: An accommodation is defined as anything that allows a student to access the curriculum. It does not change the assessment grading criteria and does not need to be reflected in reports or transcripts. They do make it possible for students with learning differences to show what they know. Some examples of accommodations include: use of a calculator, language modification, small group testing, more time, shortened assignments.

Assessment: Assessment is a broad term used to describe the gathering of information about student performance in a particular area.

Assistive Technology: Equipment that enhances the ability of students to be more efficient and successful. Some examples of assistive technologies include hearing aids, text-readers and wheelchairs.

Bilingual: This term is used to describe a learner who uses two languages to communicate and has access to more than one language and/or at school. The term does not necessarily imply that the pupil is fully fluent in both or all of their languages. There are various interpretations with regard to attitude, proficiency and use.

Culture: All aspects of how people live their lives; includes norms, learned behaviour patterns, attitudes, and artefacts. This also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms. It is a system of standards for perceiving, believing, evaluating, and acting.

Differentiated Instruction: An approach to teaching that includes planning and carrying out various approaches to content, process, and product. Differentiated instruction is used to meet the needs of student differences in readiness, interests, and learning needs.

Dominant language: The dominant language is the language with which a bilingual or multilingual speaker has greatest proficiency and/or uses more often.

Dual language learner: A child who is learning a second language while continuing to develop his/her home language.

English as an Additional Language (EAL): These terms are used to describe the learning of English in addition to the learner's first language. The term 'English as an Additional Language' or 'EAL' is generally used to refer to learning English in an English-speaking environment, such as a school.

Exit criteria: Exit criteria are a set of guidelines for ending specialist student support services. This is usually based on a combination of performance in a proficiency test, grades, standardised test scores or teacher recommendations. In some cases, this redesignation of students may be based on the amount of time they have been in special programmes.

First language: This term is used to describe a learner's first language learned, or his/her native language, or the language a person feels is the strongest. A multilingual child's first language can shift depending on his or her experience with and exposure to his or her languages.

Home language: This term is used to describe the language used most frequently in the home.

Individual Learning Plan (ILP): A plan outlining specialist student support and related services specifically designed to meet the unique educational needs of a student with an identified need.

Learning Difference: Various conditions (such as dyslexia or dysgraphia) that interfere with an individual's ability to learn.

Mild to Moderate Learning Needs: Needs ranging from physical needs (hearing or health impairment), to specific learning needs, like struggling in reading or mathematics, to speech impairment which may require speech therapy. Students can normally function within a general education classroom setting with accommodations.

Modification: A modification goes beyond changing how the student learns or is tested and effectively changes what they are actually learning. A modification could change the instructional level, the content or curriculum covered, the performance criteria (objective), or the assignment structure. Modifications need to be reflected in the transcripts and require permission from the Head of Campus.

Multilingual: This term is used to describe a learner who uses two or more languages to communicate and has access to more than one language and/or at school. The term does not necessarily imply that the pupil is fully fluent in both or all of their languages. There are various interpretations with regard to attitude, proficiency and us.

Phase: Term used in EAL to describe and track student progress from Phases 1 through 5 as he/she moves through the EAL programme from admission to the attainment of grade-level proficiency in English. Phases are determined through formal and informal assessments as well as through teacher consensus.

Pull out: A situation where a student is pulled out from a subject or homeroom class to focus on individual goals as outlined in an Individual Learning Plan (ILP).

Push in: A situation where a specialist teacher supports students in the general class environment either individually, as part of a small group, or as a teaching assistant.

Referral: A formal process of responding to and identifying students with suspected underlying concerns that need to be investigated. The referral process involves teachers of the student, relevant members of the Student Support Services Team (SSST), discussion and action guided through Student Study Team meetings.

Scaffolding: A way of teaching in which the teacher provides support in the form of modelling, prompts, direct explanations, and targeted questions. As students begin to acquire mastery of targeted objectives, direct supports are reduced and the learning becomes more student-guided. The teacher provides supports which aid during instruction or assessment, such as visual displays, classified lists, tables or graphs.

Self-Advocacy: The development of specific skills and understandings that enable children and adults to explain their specific learning needs to others and cope positively with the attitudes of peers, parents, teachers, and employers. This skill is also essential to ensure students receive the accommodations they need to access the programme.

Student Study Team: A group of faculty members selected to meet together to support a Student of Concern. This team usually comprises teacher/homeroom teacher, Assistant Principal, one member of each of the SSST teams (Nurse, Counsellor, Learning Support and EAL), and a Grade Level Leader, programme coordinator or team leader is also often present.

A WORLD CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years, IB Diploma and Career-related Pathway Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement (AP) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Collaborative for International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

A NON-PROFIT FOUNDATION

ISZL is registered as a non-profit foundation (Stiftung) in Switzerland.

EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug and Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 – 18 Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years, IB Diploma und Career-related Pathway anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement (AP) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). Die Schule zeigt damit, dass ihre akademischen Programme von höchster Qualität sind.

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

EINE GEMEINNÜTZIGE STIFTUNG

ISZL ist nach schweizerischem Recht als gemeinnützige Stiftung organisiert.



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