

Month/Year completed/updated: May 2020	Policy: Admissions	Year reviewed: 2020																		
Developed by: Founding Principal - Jon Halligan and CP Coordinator – Damian Bacchoo , Montreux International School																				
A Brief Introduction to Montreux International School	Montreux International School is the first CP focused Post-16 international Boarding School Globally. It offers the Career-related Programme (CP) and with direct links to the Swiss Education Group, will be preparing students to complete an undergraduate degree at one of the Swiss Education Group Hotel Schools.																			
Community Diversity	Montreux International School is the perfect fit for a wide range of nationality groups of students who are wishing to study a rigorous academic Programme that enables them to progress to further study in the Hospitality Industry. We will endeavor to recruit a diverse range of student groups with no one single dominant nationality, although naturally we wish to be an integral part of the community in Montreux and so will very much welcome applications from students who reside in the surrounding area. The diverse student background will enable us to foster an environment of international mindedness that we wish to embed throughout the school.																			
Year Level Placement	<p>Montreux International School places students in age-appropriate year levels in accordance with the below age-appropriate criteria. The IBCP allows for a great degree of academic differentiation and therefore we rarely accelerate children into higher years than their chronological age, nor retain children in a lower year group.</p> <p>Families are encouraged to use the country comparison chart below to ensure that they are applying to the correct year level, taking into account the differences that exist in the naming of “grades” around the world.</p> <p>If there are questions about the correct year-level placement, please contact the CP Coordinator.</p> <table border="1" data-bbox="384 1615 1485 1944"> <thead> <tr> <th>Age as of December 31 of each school year</th> <th>MIS "Year"</th> <th>North America "Grade"</th> <th>England "Year"</th> <th>Australia/ NZ "Year"</th> <th>South Africa "Year"</th> </tr> </thead> <tbody> <tr> <td>16 years old</td> <td>12</td> <td>11</td> <td>12</td> <td>11</td> <td>11</td> </tr> <tr> <td>17 years old</td> <td>13</td> <td>12</td> <td>13</td> <td>12</td> <td>12</td> </tr> </tbody> </table>		Age as of December 31 of each school year	MIS "Year"	North America "Grade"	England "Year"	Australia/ NZ "Year"	South Africa "Year"	16 years old	12	11	12	11	11	17 years old	13	12	13	12	12
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English Language																				

<p>Instruction and Support</p>	<p>English is the language of instruction at Montreux International School and we aim for all students to be able to read and write at level for their age. However, in keeping with the IB philosophy, Montreux International School also recognises the importance of mother-tongue language development and values and supports the acquisition of additional languages.</p> <p>To maintain the integrity of the curriculum as an English language program, the school supports students.</p> <p>The school recognizes that, for many of its students, English is a second language, and the obligation is on the school to give them every opportunity to reach the level of language required for success.</p> <p>Particular care will be needed with students whose first language is not English. Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. It will be necessary to assess their proficiency in English before planning any additional support that might be required.</p> <p>Assessment of English proficiency begins in the assessment process on entry to the school through the use of CAT4. The assessment data highlights those that may show a low verbal score with a higher rating for non-verbal reasoning, indicating that language may be a barrier. At this point, the student would be referred to the English Language Learning lead for additional assessments using the British Picture Vocabulary Scale.</p> <p>Students who require an English language access course will be provided with an intensive online immersion programme that can be accessed both at home and within the School. Additional support may be delivered within regular lessons for those with the greatest need to ensure they are accessing the curriculum.</p>
<p>Special Education Needs (SEN)</p>	<p>Montreux International School is an inclusive learning environment that meets the needs of our learners’ intellectual, social and emotional development. The school offers limited support for students with mild to moderate learning differences and those who are high end learners, but does not have a comprehensive special education program. Students with moderate to severe learning differences must meet the criteria for admission and/or continued enrolment.</p> <p>Students with learning support needs at Montreux International School are able to function in the regular classrooms with support and accommodations. An alternative curriculum may be designed for a student with severe to profound learning needs and if they are unable to meet the curriculum requirements of their year level. The Learning Support lead liaises with parents, students and teachers to ensure that learners have access to appropriate assessment accommodations in all aspects of the CP and DP subjects. All accommodations follow the guidelines provided by the IB.</p> <p>Identification of Learning Needs via Classroom Observations:</p> <p><i>CP</i></p>

	<p>The subject teacher may identify a student with difficulties in learning via a combination of professional observation, classroom work, subject and year level assessments, and or standardised assessments and/or parent meetings. Subject teachers will contact the CP Coordinator with their concerns, the counselor will bring completed survey of all the relevant subject teachers and bring all the information to the weekly scheduled CP Management Meetings. CP Management Meetings are attended by the CP Coordinator, CRS Coordinator and teachers. Teachers must follow the correct procedure prior to making a learning support referral. During the observation process classroom teachers can consult with the Learning Support Lead to review their observations and evidence and may request additional observations from the Learning Support Lead using the observation/consultation form. After the observation, LS staff will meet with teacher to share strategies to move forward in the support process.</p> <p><i>All Learning Support applications</i> Additional information may be requested as necessary; including medical records, records of previous interventions, contact with previous schools and or a parent meeting. Each application is reviewed individually to establish the additional support needs required to support student learning. There may be some students whose academic and/or social needs are beyond the provision of the school. In such cases students will not be admitted or only allowed to continue under clearly defined conditions in a Conditional Acceptance this includes the financial responsibility for a Shadow TA if required. Support provisions are subject to annual review. The final decision regarding placement rests with the School Principal.</p>
<p>Class Size and Adult to Student Ratio</p>	<p>The current class sizes and adult to student ratio are as follows, however they are subject to review depending on the requirements of the school and may vary slightly depending on enrolment and subject choice:</p> <ul style="list-style-type: none"> ● Years 12-13 - 20 students, one teacher
<p>Disclosure of Student Information</p>	<p>Parents are expected to:</p> <ul style="list-style-type: none"> ● Provide the school with copies of all medical, psychological or educational assessments or reports before entry to the school. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, may result in your child not making the expected progress in school. ● Notify the Principal in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has a learning difficulty, and the parents must provide the school with copies of all written reports and other relevant information. ● Follow the advice of the school in the case that after enrolment, issues with student progress and learning may indicate that outside specialist assessments are requested in order to further investigate any barriers to progress. ● Parents will be asked to withdraw their child if, in the professional judgment of the Principal the school suspects that such vital information about special needs has been deliberately withheld and/or if no attempt is made by the family to seek further specialised assessments from outside agencies in order to help the student to be

	successful in the school.
<p>Placement Assessments</p>	<p>Montreux International School admits students according to the admissions policies (noted above). In conjunction with previous school reports, placement assessments are designed to determine a student’s readiness for the Montreux International School Programme including any language and/or special needs support for which additional fees are charged.</p> <p>Our assessments are conducted in English. Accommodations are provided in the event that a student applicant has limited English. If there are concerns or questions regarding a student’s English language proficiency, additional assessments may be administered to determine admission eligibility.</p> <p>The assessment process differs by Year level as indicated below:</p> <ul style="list-style-type: none"> ● Year 12 <ul style="list-style-type: none"> ○ Assessments are conducted in an exam-type environment in which students work on their own through an online CAT 4 test that encompasses literacy and numeracy skills. The assessment can last up to one and a half hours. Following the assessment test and a review of application, the CP Coordinator will recommend student placement in the CP and consult the student and family with the recommendation. ● Year 13 students not currently in a Diploma or Career-related Programme will not be admitted as it is the second year of a two-year programme. Students transferring from a Diploma or Career-related Programme may be eligible for enrolment based on their performance and current courses of study.
<p>Appeals Process</p>	<ul style="list-style-type: none"> ● Due to the rigor of our assessment and screening processes, as well as the potential volume of applications for a limited number of seats, the school does not provide individual feedback on student placement assessments on the application decision letter. ● A carefully considered decision on school placement rests with the Principal after having gone through the following process: <ul style="list-style-type: none"> ○ Assessments are administered and reviewed by the CP Coordinator ○ Previous school reports are reviewed by CP Coordinator ○ The completed application file including application, references, reports and assessment is sent to the Principal for review and final decision on acceptance ○ Principal will sign off the admission file and decision relayed to CP Coordinator ○ CP Coordinator communicates the decision to parents of the student applicant ● If the application is declined provisionally (before an entrance assessment takes place), the admission file can be reviewed after the student has sat the assessment test. ● If the application is declined after the assessment test, retesting is allowed 6 months after the date of first assessment or at the discretion of the Principal. ● While the CP Coordinator delivers the information on application decisions to parents, they are not in a position to discuss the reasons why a file was rejected for acceptance. Parents wishing to obtain information the Principal’s decision may do so in writing by

	sending an email to the CP Coordinator who will forward the request to the Principal. Email: damian.bacchoo@montreuxis.ch
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