



STUDENT SUPPORT SERVICES

A GUIDE FOR PARENTS AND STUDENTS

CONTACT INFORMATION

Head of Student Support Services
Jonathan Matthews-Hirsch
Telephone +49 (0)33 203 8036-124
E-mail j.matthews-hirsch@bbis.de

CONTENT

CONTACT DETAILS	2	LEARNING SUPPORT SERVICES	13
BBIS MISSION AND GUIDING STATEMENTS	4	Description	13
Mission	4	Study Hall	13
Guiding Statements	4	Academic Centre for Excellence (ACE)	14
Values	5	Learning Support Teachers	14
Definition of Learning	6	Focus Areas	14
Learning Principles	6	SCHOOL COUNSELLING	15
IB Learner Profile	6	School Counsellors	15
STUDENT SUPPORT SERVICES	7	Educational Psychology/Educational Testing	16
Student Support Services Vision	7	Careers and College Counselling	16
Student Support Services Mission	7	Description	16
Student Support Services Goals	7	STUDENT SUPPORT SERVICES	
BBIS Inclusion Policy	8	ORGANISATIONAL CHART	17
PROGRAMMES	9	LANGUAGE ASSESSMENT:	
REFERRAL PROCESS	9	GRADE 1 – GRADE 5	18
Prospective Students	9	EXIT CRITERIA: GRADE 6 – GRADE 10	18
Current Students	9	Learning Lab	18
SERVICE OPTIONS	10	LAL	18
Regular Classroom	10		
Support within the Regular Classroom	10		
Specialized Individualized Instruction	10		
ENGLISH AS AN ADDITIONAL LANGUAGE	11		
Description	11		
EAL Teachers	11		
Assessment	11		
Exit Criteria	11		
Maintenance of the Home Language	12		
Advice and Suggestions on how to			
best support your Child	12		
Frequently asked Questions	12		



Please scan to view
our other handbooks.

BBIS MISSION AND GUIDING STATEMENTS

MISSION

To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation and action.

This can be summarised as:

inclusive
innovative
active

GUIDING STATEMENTS

International Education and Intercultural Learning

At BBIS, we aim to make a positive impact on a local and global scale. We believe we can achieve this by actively developing global citizenship. To this end, our attitudes, values and principles are informed by and support:

- The UN Declaration of Human Rights 1949
- The UN Convention on the Rights of the Child (Ratified in Germany 1992)
- The UN Sustainable Development Goals 2030
- The CIS Code of Ethics
- The IB Mission statement, outlining the aim of creating a more peaceful world through intercultural understanding and respect
- The IB Learner Profile

Principles we maintain are:

- Respect for our differences and our diversity as a source of immaterial wealth in our community
- Curiosity to understand our interconnectedness through local, national and international perspectives on global issues
- Action to design and engage in authentic learning experiences which have an impact

Global Citizenship

Global citizens are knowledgeable about the world. A global citizen is confident about their own identity and culture, and is motivated to learn about and understand the identities, cultures and languages of others. They are open-minded and welcome multiple perspectives. Global citizens have an understanding of global sustainability issues and challenges. They cooperate with others, and use their critical thinking, problem-solving and communication skills to make a positive difference in their communities and in the world around them.

BBIS is committed to actively developing global citizenship through the following aspects:

Ethics – research about, discussion of, and action related to issues of principle of personal, local, and global importance

Diversity – the understanding of and respect for the similarities and differences of a range of individuals and peoples, in order to create an inclusive environment that strives for equity, practices anti-racism, and seeks justice

Global Issues – the understanding of multiple perspectives of local and global events and issues

Communication – the development of fluency in multiple languages, including mother tongues, used to communicate within and across cultures

Service – the development of the understandings, skills and dispositions to serve the local and global community through engagement in meaningful service learning

Leadership – the acquisition and refinement of the skills of leading and following within different cultural contexts

Sustainable Lifestyle – a personal commitment to a lifestyle which supports local and global sustainability displayed through example and advocacy

VALUES

BBIS Berlin Brandenburg International School's enduring values are Pioneering, Reflective, Excellent and Caring.

Pioneering

Pioneering students are courageous, determined and resilient. They explore the unfamiliar. They question assumptions. They seek creative solutions to the challenges they discover. They collaborate with others to achieve personal and shared goals. They put ideas into action.

Reflective

Reflective students are thoughtful, open-minded and considerate. They evaluate feedback and evidence of learning, recognising their successes and setting goals for further development. They inquire into their approaches to learning, identifying conditions and strategies that help them learn well. They learn from mistakes by analysing and attributing causes for failure. They develop growth mindsets. They take responsibility for their own learning.

Excellent

Excellent students have high expectations of themselves. They are passionate about learning, embrace opportunities, and take steps to improve themselves. They are driven to be their best selves. They take learning seriously through high levels of engagement, and commitment to self-development. Excellent students welcome and respond to feedback.

Caring

Caring students are empathic, and principled. They take responsibility for self, others and the environment around them. They are committed to service. They learn strategies to overcome impulsiveness and manage their emotions. They build and develop relationships. They manage and resolve conflict. They act as responsible digital citizens. They consider how they can share their skills to help their peers. Caring students take a stand for diversity, equity, inclusion and justice.

DEFINITION OF LEARNING

Learning is a lifelong and active process of inquiry in which the learner constructs new meaning about themselves and the world around them by connecting prior knowledge with new information and experiences. Learners' knowledge, conceptual understanding, skills and attitudes develop and deepen over time. Learning is demonstrated when learners apply, transfer, and adapt their learning to new situations and problems in original ways.

LEARNING PRINCIPLES

High quality learning happens best when ...

... learners feel safe in a positive, supportive and nurturing learning environment where their ideas are valued and respected.

... learning is individualised, using learners' prior knowledge, interests, learning strengths, linguistic and cultural backgrounds and identities.

... learners have the right balance of challenge and comfort, knowing that success is attainable through perseverance.

... learners receive specific, frequent and timely feedback through a variety of assessments connected to stated learning objectives and outcomes, and use that feedback to practice, retry, rethink, and revise.

... learning is a social activity that allows learners to collaborate, communicate their thinking, and understand and connect ideas from diverse perspectives.

... learners reflect purposefully on their learning, evaluating the effectiveness of their learning and developing an understanding of how they learn best.

... learning is embedded in authentic, real-world contexts, allowing students to achieve personal and shared goals as they discover innovative ways to solve local and global challenges through the inquiry learning cycle.

IB LEARNER PROFILE

BBIS is an IB World School. As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

STUDENT SUPPORT SERVICES

“WE DECEIVE
OURSELVES WHEN
WE FANCY THAT
ONLY WEAKNESS
NEEDS SUPPORT.
STRENGTH NEEDS
IT FAR MORE.”

Madame Swetchine

STUDENT SUPPORT SERVICES VISION

Our goal is to provide high-quality, personalised learning opportunities to nurture students, anchored in a culture of inclusivity and compassion.

STUDENT SUPPORT SERVICES MISSION

We are committed to providing students equitable access to education and the support they need to flourish with integrity and confidence, while embracing diversity and cultural sensitivity.

STUDENT SUPPORT SERVICES GOALS

The main purpose of the Student Support Services Department is to provide a learning environment in which all students can and want to learn. To accomplish this goal, the following objectives have been identified as essential in providing an inclusive education:

- To create and implement, in cooperation with other members of staff, comprehensive curricula that foster and ensure the achievement of all students
- To facilitate on-going staff development and training which focus on current research and innovative learning practices to ensure effective strategies and programmes are being implemented in the classroom to meet the needs of all students
- To collaborate with teachers in the development and implementation of instructional strategies which address all unique abilities
- To serve as resources and advocates; providing information, guidance, referrals, etc. to assist families, students, and teachers in addressing each student's specific needs
- To evaluate and identify those students having academic or social difficulties in the regular classroom and are in need of Student Support Services
- To provide flexible and inclusive support for those students requiring assistance. Whenever possible, we will provide the required support within the classroom with the student's peers.
- To continuously monitor students' progress in order to adjust instruction and services as needed
- To strongly advocate and represent the needs of all students across all sections of the school to promote a healthy and safe learning environment at BBIS

BBIS INCLUSION POLICY

At BBIS we value inclusion as an opportunity to enrich our community. Embracing the fact that students exhibit a range of abilities and learn differently, we see inclusion as a means to empower all learners to fulfill their own individual potential. Equally, we support our students in aiming to achieve excellence in all areas of their learning, including academic, social, emotional, artistic, and athletic growth.

We are committed to creating an inclusive learning environment by:

- Celebrating diversity as one of our strengths
- Setting clear and high expectations for all learners
- Offering appropriately challenging learning experiences to all students through differentiated instruction
- Collaborative planning in order to set appropriate and challenging goals for students
- Maintaining systematic assessment procedures to identify students’ diverse needs
- Using on-going and varied assessment tools to guide our instruction and modify it, when needed
- Monitoring students’ progress to ensure the effectiveness of our interventions
- Helping students understand their own learning styles as well as their strengths and needs; thus, enabling them to advocate for themselves
- Creating an accepting, safe and respectful learning environment for all
- Providing appropriate support and resources to match students’ needs
- Ensuring that the number of students of diverse needs is well-managed within our capacities (staff, facilities and resources)
- Providing staff with ongoing professional development in working with students of diverse needs
- Valuing the role of parents/guardians as key players in successful educational interventions

PROGRAMMES

Members of the Student Support Services team provide the programmes listed below. A description of each programme is provided on subsequent pages.

- English as an Additional Language (EAL), also known as Language Acquisition and Literature (LAL) in Secondary School.
- Learning Support Services (Students with Learning Differences as well as our Gifted / Talented Learners)
- School Counselling and Educational Psychology / Educational Testing

- College and Careers Guidance Counselling
- Speech and Language Therapy and Occupational (Ergo) Therapy is available to students of BBIS through external agencies but within the school and day on school premises. In addition, we work with a large network of diverse therapists and agencies including Vision Specialists, Behaviour Therapists, Child Psychologists and Psychiatrists, and Family Coaching.

REFERRAL PROCESS

PROSPECTIVE STUDENTS

New families should contact the Student Support Services Department early in the application process with any information indicating if a student would benefit from additional services. Before admission to BBIS, an administrator and the Student Support Services Department examine a new student's application, previous school records, and psycho-educational documentation. If the student received support in the past or may benefit from additional support while attending BBIS, we will first determine if the school has the resources to fully support the student based on the information provided. When possible, an informal screening will be arranged between the student and members of the Student Support Services staff to best evaluate the needs of the student. If the student is accepted, the initial levels of support may change throughout the year depending on the student's performance within our educational setting, which may differ from the student's previous school.

CURRENT STUDENTS

The most common way for a student to receive Student Support Services is through referral by a teacher. If, based on a series of observations and/or assessments, the Student Support Services team determines that a student has specific learning needs or requires additional support, a member of the Student Support Services Department (the 'Case Manager') will create an action plan for the student to be shared with all relevant teachers.

This action plan may include any or all of the following:

- Interventions/accommodations to be initiated in the classroom
- Parental contact for further information
- Observation(s) by members of the Student Support Services Department
- Assessment(s) to determine learning style, language ability, or for diagnosis of a learning difference
- Recommendation for outside services (e.g., speech/language therapy)
- Immediate assistance provided by Student Support Services (though uncommon at this stage of the referral process)

After around eight weeks, another meeting is held to discuss the effects (observations made, testing results, successful interventions within the regular classroom, etc.) of the intervention. If the Student Support Services team determines that the student would benefit from receiving a higher level of support, a plan for the student is developed in conjunction with the student's parents.

When school counselling services are needed, parents or students often contact the school counsellor themselves. School counselling services are completely confidential and are not discussed in team meetings with teachers or administrators.

SERVICE OPTIONS

All staff at BBIS strive to provide an inclusive education to all students. Inclusion in the classroom means that a variety of learning options are available to ensure equitable access to the curriculum and a safe, stimulating learning environment is provided. These learning options are:

REGULAR CLASSROOM

The student remains in the regular educational programme. Their teachers differentiate tasks, use a variety of teaching methods, and vary instructional groups, according to the specific needs of the student.

SUPPORT WITHIN THE REGULAR CLASSROOM

The regular education teacher is supported by a member of the Student Support Services department within the same classroom. The needs of the student(s) are met through the support of both teachers. Additional accommodations may be applied.

SPECIALISED INDIVIDUALISED INSTRUCTION

Some students benefit from a learning environment that is smaller and more structured to their learning needs. In these cases the student is in a separate setting for designated periods, instructed in small groups by a member of the Student Support Services Department (Inclusion specialist).

Every student's progress is regularly / continuously evaluated to ensure adequate progress is being made. Through staff collaboration and on-going assessment of curriculum and student learning, the SSS department strives to ensure that a successful inclusive programme at BBIS is provided, where students have the opportunity to be challenged, reach their potential and feel success.



ENGLISH AS AN ADDITIONAL LANGUAGE

DESCRIPTION

English as an Additional Language (EAL) is a programme that acknowledges the ongoing language needs of students who speak a language other than English at home and is taught taking the different learning styles and language backgrounds of the student into consideration. The EAL programme at BBIS aims to provide instruction and educational support which enables EAL students to access the mainstream academic curriculum and allows them to participate more fully in the cultural and social life of the school.

Students requiring language instruction and support are grouped according to grade level and proficiency. Held in a small-group setting, EAL classes are designed to focus on the specific language needs of each student and to reinforce the skills being learned in mainstream classes.

The English language is taught through a variety of means in the EAL classroom providing multiple opportunities for the students to practise their language skills and learn new concepts. Cooperative learning groups encourage students to communicate and to learn from one another. Through a well-rounded programme that incorporates a wide range of activities and strategies, students acquire speaking, listening, reading and writing skills in English. This comprehensive and enjoyable learning experience stimulates the students' interest, strengthens their desire to learn and increases their motivation, which in turn accelerates their level of achievement and rate of progress.

The school provides an inclusive setting where students with limited English participate in mainstream classes as much as possible. We believe that through this inclusion, students will acquire the English skills they need for academic and social competence more quickly. EAL teachers, EAL teaching assistants and mainstream teachers provide support within the students' mainstream classes to ensure their access to the curriculum.

In addition to in-class support, students in the Secondary School attend Learning Lab, which is a class offering additional language and academic support for mainstream subject classes, in particular Humanities, Science and Math.

EAL TEACHERS

The EAL teachers at BBIS are trained and experienced language teaching specialists. They provide language instruction and offer pastoral care to those students who require additional English language support in the school. They both provide a link to and offer support for the mainstream curriculum by working closely with the mainstream teachers. The EAL teacher identifies students' learning goals, plans and delivers instruction based on student needs, supports development of their knowledge base and provides a stimulating learning environment in which students can experience growth and academic success.

EAL IN SECONDARY (LAL)

In the Secondary school, the EAL programme is referred to as English Language Acquisition and Literature (LAL). This better describes the dual purpose of the programme, which provides specialist instruction in language development while preparing students to enter mainstream English classes. The LAL team works closely with the English team to align content and assessments to ensure that students are equipped with the literary analysis skills to smoothly transition into an English class when appropriate.

See the Secondary School Handbook for further information.

ASSESSMENT

Students are assessed both formally and informally to determine their level of English language competency. The results of these assessments are used to establish the appropriate instructional placement of students in the EAL programme. The level of proficiency demonstrated by the student also determines the curricular adaptations needed as well as the amount and length of time that the student receives support within the EAL programme.

In Primary school, WIDA is fundamental for assessing multilingual learners. Through its comprehensive tools, valuable insights into students' language proficiency levels are gained, which inform instructional strategies to meet students' diverse linguistic needs and promote their success. In Secondary school, in-house placement tests have been developed that are tailored to assess academic reading and writing skills.

EXIT CRITERIA

Every effort is made to provide EAL services within the regular classroom. The close collaboration between EAL teachers and mainstream teachers guarantees that students receive adequate accommodations and support within the mainstream classroom and through small-group instruction. When students reach a level of proficiency which indicates that EAL services are no longer required, students are placed on "monitor" status within the mainstream classes for a specified time to ensure their continued success and achievement.

See the Appendices for more details regarding exit criteria.

MAINTENANCE OF THE HOME LANGUAGE

Research indicates that students benefit academically, socially and emotionally when they are encouraged to maintain and develop proficiency in their home language while they are learning English. The home language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development and provides a vital link with students' families and cultural backgrounds. Based on these findings, BBIS encourages students to build on their own cultural and linguistic knowledge and experiences.

The school offers a Home Language Programme to further promote the development of home language skills. Encouraging literacy development in the home language strengthens literacy development in the additional language.

One way of aiding your child's progress at BBIS is through maintaining and developing the home language. How can you do this?

- Follow the natural pattern of language development but reinforce the skills of listening, speaking, reading and writing according to your child's developmental stage
- Gather information from your child's teachers about topics they will be studying and try to find some materials on this topic in the home language
- Discuss the school day with your child in the home language. If there are words in the conversation that they have learned in English but do not know in their home language, teach these to them and encourage them to keep using them
- Dependent on the child's age, read regularly to him/her in the home language, share rhymes, poems and traditional stories in the home language
- Encourage your child to read in the home language and buy music, films, and books to support this
- Meet up with other families who share the same language
- Contact the Home Language Coordinator to inquire about mother tongue classes in the mother tongue

ADVICE AND SUGGESTIONS ON HOW TO BEST SUPPORT YOUR CHILD

At BBIS the language of instruction is English. For students whose first language is not English, this can be challenging. Parents often worry about how to best support their children, whether they will be successful, and how they will adapt when they return to the home country.

Our goal, as a department, is to help the students to become successful communicators in English and successful learners.

Tips for Parents

- Speaking and learning in a language that is not your mother tongue can be exhausting. Especially younger children and those new to English need time to relax, play and be themselves.
- Try not to overburden them initially with too many appointments and extracurricular activities
- Provide them with a quiet, well-lit working space to complete homework without distraction
- Continue to support their cognitive development by continuing instruction in the home language (see below)
- Once they have settled in, encourage participation in extra-curricular activities, this allows them to meet and get to know other students, and it supports their English acquisition

FREQUENTLY ASKED QUESTIONS

How long does it take to learn English?

There is no simple answer to this question. It depends on a child's age, similarity of the home language to English, their ability to learn language, their motivation, etc. However, research indicates that it usually takes 2–3 years to acquire social English, but it takes 5–7 years and sometimes longer to acquire academic English and reach grade-level proficiency.

How long will a student stay in the EAL programme?

Students transition into the mainstream when they have sufficient command of English to be successful in mainstream classes. This varies from student to student. English language proficiency testing as well as EAL teacher and mainstream teacher input is taken into consideration when deciding whether a child is ready to participate fully in all mainstream classes without support.

How do students get support after they leave the EAL programme?

The EAL teachers continue to monitor students' progress after leaving the programme and all teachers at BBIS are considered language teachers and thus continue to support the students' language development within their classes.

LEARNING SUPPORT SERVICES

“DON'T LET WHAT YOU CANNOT DO INTERFERE WITH WHAT YOU CAN DO.”

John Wooden

DESCRIPTION

Learning support services are provided to students who have been determined through the referral process as needing additional academic support in order to be successful in school. Learning support services are also provided to those students whose abilities are far above average who might require curriculum enrichment. The purpose of learning support is to enable students to successfully develop to their fullest potential. Learning support instruction is specially designed to meet the student's particular needs.

Specially designed instruction means adapting the content, methodology, or delivery of instruction for two main reasons:

- to address the unique needs of the student that results from a learning difference, and
- to ensure the student's access to the general curriculum in order to meet the educational standards that apply to all students.

After a student is diagnosed with a learning difference by a medical physician or a certified educational psychologist, a meeting is held with the student's teachers, the learning support teacher, administration, parents, and the student to discuss the impact the student's learning difference has on the student's ability to function, both academically and socially, in a school setting. The learning support teacher compiles and summarizes this information in a Student Profile and Accommodation Sheet. This documentation includes accommodations and modifications to be implemented to optimize success in the classroom, and the learning support services that will be provided.

Decisions about the types of learning support services to be provided are based on the individual needs of each student. Students with a learning difference are educated in the least restrictive environment that is most appropriate for them. Educational support is provided within the mainstream classroom as much as possible. The learning support teacher collaborates with the other members of the teaching staff to differentiate the curriculum or instruction to meet the needs of all learners.

LEARNING LAB

Learning Lab supports student's academic success in the Middle Years Programme (MYP) focusing on the key skills required to be a successful learner in the MYP as well as providing a nurturing environment for their academic, emotional and social growth.

What does this look like in practice? Learning Lab provides the opportunity for students to receive specific interventions, such as a spelling programme, handwriting or extra maths, depending on individual needs. Mini-lessons delivered at the start of each Learning Lab focus on reinforcing class content and helping students develop executive functioning skills, academic language, and good study habits. In addition, students have extra time to complete assignments, study for upcoming tests, work on projects, and complete other tasks necessary to maintain success in their classes. It also provides further opportunities for our students to access and work with our wider team, including our school counsellors, to remove potential barriers to learning.

Students with a diagnosed learning difference are strongly recommended to join the Learning Lab programme.

All Language Acquisition students must participate in Learning Lab. Once they have exited LAL, then learning lab placement can be discussed. In general, we recommend attendance in Learning Lab for a further 6 months after exiting LAL in order to monitor progress. Placement is reviewed at regular intervals (in October, December and March) so that it may be possible to begin with a foreign language if a student has made the necessary progress. A student with a diagnosed learning difference who has exited, will always have the option to rejoin Learning Lab if they wish to do so.

See the Appendices for more details regarding exit criteria.

ACE – ACADEMIC CENTRE OF EXCELLENCE

The BBIS Academic Centre for Excellence (ACE) helps Grade 11 and 12 students develop to their fullest potential as they complete their chosen study pathway.

ACE coaches work closely with classroom teachers to deliver support with each student's needs in mind. This may involve helping students to plan assessments; develop academic writing skills; understand course content and core requirements such as the Extended Essay; prepare for tests and exams; create study schedules; fill specific skill gaps; maintain concentration and motivation, and find extension materials.

While some students may be referred by their teachers or parents, most approach our academic coaches in-person or via e-mail at secondary.academiccoaching@bbis.de.

Support available includes:

- Coaching sessions are available by appointment and on a drop-in basis. The sessions are planned and delivered with the unique needs of each student in mind.
- Group workshops to support the development of academic writing skills, study skills, exam skills, and assessment-specific skills
- Visiting and supporting classes
- Access to ACE Academic Support Materials

LEARNING SUPPORT TEACHERS

The learning support teachers are members of the teaching staff that have studied special education theory related to individuals with exceptional learning needs. They are specially trained in planning and implementing curriculum and educational programmes for students with learning needs.

FOCUS AREAS

Most students receiving learning support services have been assessed and diagnosed with a learning difference need by an educational psychologist, psychiatrist, or physician. The learning difference prevents these students from learning in the same way as their peers, which makes additional support essential for their educational success. The most common learning differences are the following:

Communication and Interaction

This includes pupils with speech/ language difficulties and those that fall on the autistic spectrum (including Asperger's Syndrome).

Cognition and Learning

This includes pupils with a specific learning difference such as dyslexia, dyscalculia and dyspraxia.

Social and Emotional Difficulties

Includes pupils who may display challenging, disruptive or disturbing behaviours. This category also includes students with physical symptoms that are medically unexplained. Pupils with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) are also included in this group.

Sensory and Physical Needs

Covers a range of physical disabilities including visual and hearing impairment.

A diagnosis of a learning difference should never limit a student's potential for success. It is common for students to have a unique combination of strengths and challenges. For example, a student may excel in reading while requiring additional support in mathematics. Identifying a learning difference allows teachers and staff to better understand how a student learns best. With this knowledge, educators can adapt the curriculum, differentiate instruction, and create inclusive learning opportunities that support the student's growth and achievement.

"EVERY CHILD IS GIFTED. THEY JUST UNWRAP THEIR PACKAGES AT DIFFERENT TIMES."

Unknown

SCHOOL COUNSELLING

"COUNSELLING AT ITS BEST PROVIDES (STUDENTS) WITH THE TOOLS TO BECOME MORE EFFECTIVE SELF HELPERS ... IT IS ABOUT DEVELOPING PROBLEM-MANAGEMENT AND OPPORTUNITY-DEVELOPMENT PROCESSES THAT (STUDENTS) CAN USE TO HELP THEMSELVES."

Gerard Egan

SCHOOL COUNSELLORS

The school counselling section of the Student Support Services department aims to address the personal and social needs of our students. By providing proactive classroom workshops and counselling support for students with specific concerns, the counsellors aim is to make BBIS a healthy learning environment for all children. The counsellors are involved in facilitating students' adjustment to and from BBIS, monitoring their ongoing well-being and performance, and facilitating cooperation between school and home.

The school counsellors are state licenced and trained at a postgraduate level in school counselling, counselling psychology, educational psychology, psychotherapy or social work, and hold membership in professional organisations such as the American School Counsellor Association (ASCA), the American Psychological Association (APA), the National Association of School Psychologists (NASP), the National Association for College Admission Counseling (NACAC), International School Counselor Association (ISCA), Council for Exceptional Children (CEC) and the UK Association of Solution-Focused Practice (UKASFP). All BBIS school counsellors have years of experience in helping children, adolescents and their families, in multi-ethnic and multilingual learning environments.

The BBIS school counselling staff works closely with home-room teachers and principals to provide curriculum and classroom activities geared toward building resilience and positive social and emotional development. Lessons on topics such as effective refusal skills, self-esteem, conflict resolution, mental health and well-being, emotional resilience, sex and relationship education, sexual awareness and safety, drugs, alcohol and tobacco education and peer pressure are commonly taught in conjunction with or coordinated by the school counsellors and through the Advisory Programme.

The school counsellors play a key role in fostering a positive school climate, strengthening student connectedness, managing crises, and ensuring child protection and safeguarding. They also provide guidance, coordinate staff training, and offer expertise on these matters. Referrals can be made by teachers, principals, parents, or students themselves. Counsellors support primary, secondary, and boarding students through individual sessions, small groups, or whole-class interventions. For students under 16, ongoing counselling requires parental consent.

Counselling sessions predominantly involve solution focused conversations and are usually limited to ten, 40 minute individual sessions. If students require further ongoing support, or a therapeutic intervention, the school counsellor, in consultation with both the student and parents, will usually at this point refer the student onto an external agency for continued support.

Finally, the school counsellors act as consultants to school staff, administration and parents, providing information on a range of childhood and adolescent concerns as well as highly qualified referrals for additional support in and around Berlin. All counselling sessions and diagnostic assessments are treated with strict confidentiality and follow local, federal and European laws and professional codes of conduct.

SCHOOL COUNSELLING SERVICES

- Introduction to social and personal development in the classroom
- Small focus groups (e.g. friendship, grief, self-esteem, divorce, academic skills)
- Individual solution focused brief counselling
- Resource and referral database for teachers and parents
- Parent consultations
- Assessment of emotional well-being
- Transition programs for new and leaving students
- Conflict mediation
- Fostering a healthy, safe, and inclusive school climate at BBIS
- Counselling services for our boarding school students

EDUCATIONAL PSYCHOLOGY /
EDUCATIONAL TESTING

In addition to guidance counselling, we provide educational testing services such as brief assessments to determine the optimal educational programme of students with special academic and emotional needs. Parental consent is required for all diagnostic assessments and the results of the evaluation are reported to parents, as well as being kept securely and confidentially within the school.

- Resource and referral database for teachers and parents
- Exam access arrangements
- Educational evaluations and developing individual students interventions
- Parent consultations
- Facilitates workshops and training for parents and teachers

CAREERS AND COLLEGE COUNSELLING

DESCRIPTION

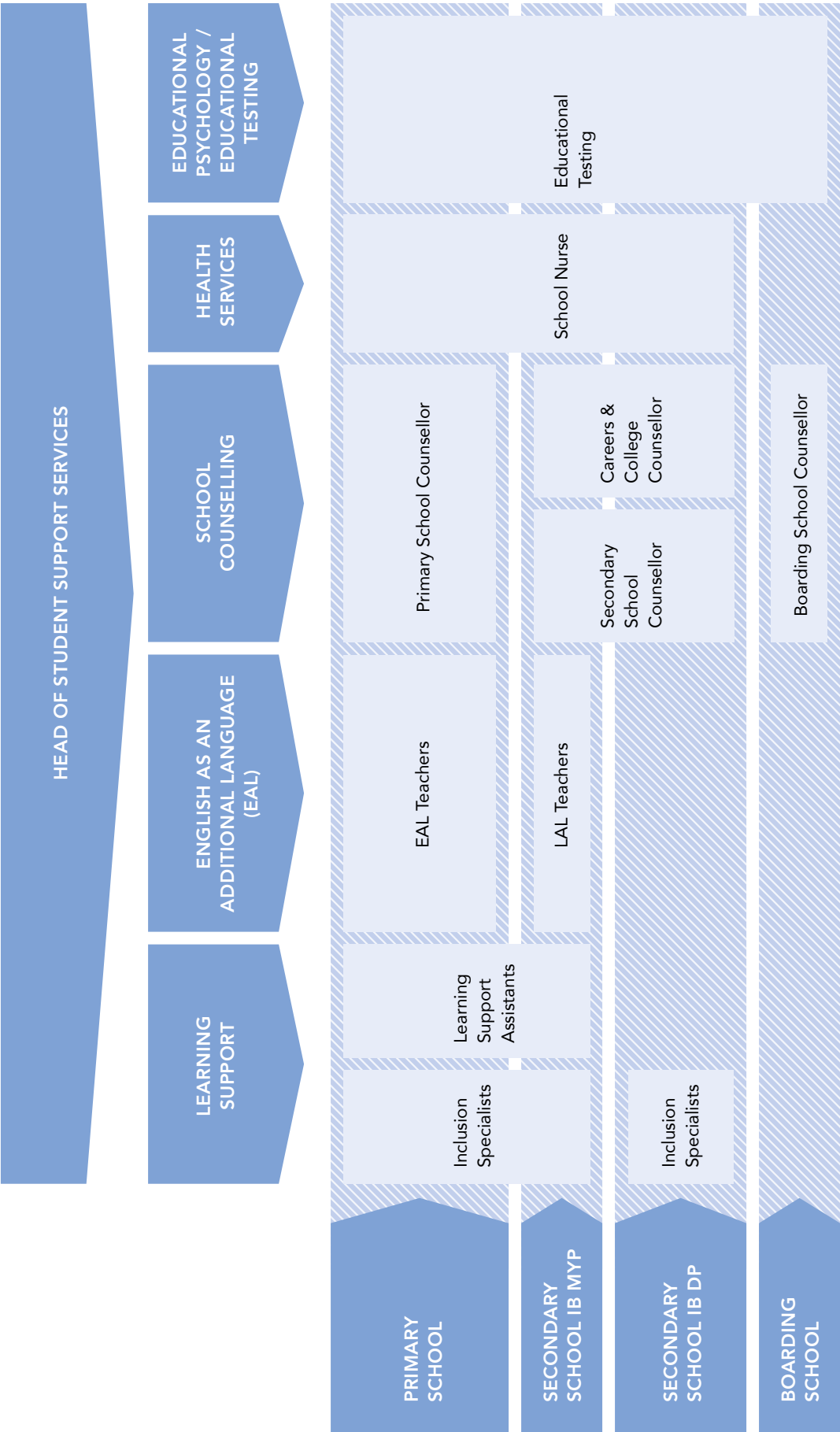
The careers and college counsellor aims to guide and assist students and parents in the college application process (U.S., British, German, and other international systems).

By providing information and planning assistance, the counsellor is an essential resource for students in the upper grades of the secondary as they begin to make plans for their lives and education beyond BBIS.

CAREERS AND COLLEGE COUNSELLING SERVICES

- Initiating decision-making process with the assistance of interest inventories / skills assessment tools
- Provision of career orientation assessment programmes and career information seminars
- Assisting students in timely registration of entrance exams and processing of university applications
- Submitting student transcripts and personal references to universities
- Providing information seminars throughout the school year regarding the college application process (for students and parents)
- Coordinating closely with the secondary school counsellor in supporting the emotional development of students

STUDENT SUPPORT SERVICES
ORGANISATIONAL CHART



LANGUAGE ASSESSMENT: GRADE 1 – GRADE 5

At BBIS, WIDA is fundamental to our approach for assessing multilingual learners. Through its comprehensive tools, we gain valuable insights into students’ language proficiency levels, informing our instructional strategies to meet their diverse linguistic needs.

By utilising WIDA, our ML specialists are equipped to offer personalised support, fostering an inclusive learning environment tailored to each student’s needs, thus promoting their success.

EXIT CRITERIA: GRADE 6 – GRADE 10

LEARNING LAB

Learning Lab Exit Criteria: Grade 6 – Grade 10

- Grades of 4 and upwards in most subjects
- Student demonstrates the ability to be an independent learner outside of Learning Lab
- Homework completion
- Academic independence
- Effective use of Learning Lab
- Strong desire to be learning MFL

LAL

August

Placement is based on the English Placement test result. LAL students rolling over to their new LAL class cannot be exited. See comments under May/June.

December

Mid-year transfer (at the start of Semester 2), based solely on teacher recommendation

Report card:

- average of 5 across all criteria, no score lower than 6 average on writing and reading tasks, including formative assessment

Commitment to learning:

- at least 75% homework completion
- evidence of independent reading:
 - 2 pleasure books during semester with a lexile level corresponding to grade
- lexile measure with reading journals and interviews

Assessment:

- placement test:
 - minimum 65% overall
 - minimum 75% (point total) for reading
 - minimum 15 for writing (score of 5 in each criterion)

May/June

Report card:

- average of 5.5 across all criteria, no score lower than 6 average on writing and reading tasks, including formative assessment

Commitment to learning:

- at least 75% homework completion
- evidence of independent reading:
 - 2 pleasure books during semester with a lexile level corresponding to grade
- lexile measure with reading journals and interviews

Assessment:

- Century test: minimum 70% overall,
- minimum 75% reading
- English placement test: minimum 65% overall, minimum 75% (point total) for reading, minimum 15 for writing (score of 5 in each criterion)
- MAP test results can be used to corroborate placement, especially regarding the student’s lexile level* (see table below)

GRADE	COLLEGE & CAREER READY “STRETCH” LEXILE BANDS
1	190 L to 530 L
2	420 L to 650 L
3	520 L to 820 L
4	740 L to 940 L
5	830 L to 1010 L
6	925 L to 1070 L
7	970 L to 1120 L
8	1010 L to 1185 L
9	1050 L to 1260 L
10	1080 L to 1335 L
11 and 12	1185 L to 1385 L



BBIS Berlin Brandenburg International School

Genehmigte Ersatz- und Ganztagschule Klasse 1–10, Anerkannte Ergänzungsschule Klasse 11–12

BBIS Berlin Brandenburg International School GmbH, Schopfheimer Allee 10, 14532 Kleinmachnow, Germany
Phone +49(0)33 203 80 36-0, Fax +49(0)33 203 80 36-121, E-mail office@bbis.de, www.bbis.de