

# College Counseling

## University of California System Offers Windows of Opportunity for International Students

By Martin Walsh

Nearly one million college students from other countries study in the United States, or roughly 5 percent of the nation's total enrollment. California colleges host about 150,000 of them; that's more than any other state. As such, a close analysis of last year's University of California admission decisions will provide counselors with the data needed to guide the senior class.

For those counselors new to the profession, California is home to nine undergraduate campuses. Recognized for their top-notch STEM programs, three UC campuses (UCLA, UC San Diego, and Cal) are consistently ranked among the top ten universities in the world by the Academic Ranking of World Universities. Four other UC campuses are also on the list of top 150 universities in the world, namely UC Davis, Irvine, Santa Barbara, and Santa Cruz. My point: the UC system should be on the college list of most every international student.

Now, let's look at the data from the last two cycles. For international students and counselors, please pay close attention; there are clear windows of opportunity at several UC campuses.



Martin Walsh is College Counselor at the Harker School in San Jose, CA.

remained the most difficult admission offer for an international student to receive.

### Highlights by campus

**Berkeley.** The overall admission rate fell from 18 to 15 percent in 2018 on the strength of 5 percent application growth and a 13 percent decline in the total number of admitted students. The mix of in state admittances grew from 62 percent to 66 percent, at the expense of international school applicants.

**Davis.** The overall admission rate fell from 44 to 41 percent for 2018, as application growth outpaced admitted student growth (10 percent vs. 4 percent). International applicants were admitted at rates far in excess of California residents (56 percent vs. 34 percent). Davis was one of only three campuses to report admitted student growth last year.

**Irvine.** The overall admission rate declined precipitously from 37 to 29 percent on a 12 percent surge in applications and a 12 percent decline in admits. Admission rates declined across the board for residents and international students. Still, international admission rates at Irvine remain higher than the resident admission rate (39 percent vs. 25 percent).

**Los Angeles (UCLA).** The overall admission rate declined from 16 to 14 percent on 11 percent application growth and a 3 percent decline in admitted students. International student admit rates remain around 13 percent; this is a very difficult admission offer for any international student.

**Merced.** The overall admission rate declined from 75 percent to 71 percent, as admitted student growth outpaced applicant growth for the year (9 percent vs. 3 percent). Virtually all of the 500 additional admitted students in

UC Campus	Admit Rate California	Admit Rate Out of State	Admit Rate International
Davis	34%	70%	56%
Irvine	25%	43%	39%
San Diego	27%	51%	29%
Santa Barbara	30%	48%	34%
Santa Cruz	41%	83%	78%

2018 were California residents. International admits represent only 4 percent of the total population.

**Riverside.** The overall admission rate declined from 58 percent to 51 percent on a 12 percent surge in admitted students. Residents and international students all experienced declines in admit rates, and the mix of California resident admits remains high at 89 percent of the total.

**San Diego.** The overall admission rate declined from 34 to 30 percent, fueled by 10 percent application growth and a 2 percent decline in admitted students. The California resident admit rate declined from 31 to 27 percent, while the admit rate for international students declined from 33 to 29 percent.

**Santa Barbara.** The overall admission rate declined slightly from 33 to 32 percent. The admission rate for California residents declined from 32 to 30 percent, while the admit rates for international applicants increased from 31 to 34 percent. Santa Barbara was one of just three campuses to increase overall admittances year over year, and the only one to increase admittances across the board for in-state, out-of-state, and international applicants.

**Santa Cruz.** The overall admission rate declined from 55 to 48 percent in 2018 on the strength of 14 percent applicant growth. The number of admitted residents declined 14 percent, while international admits grew 8 percent. Admission rates for international ap-

plicants are significantly higher at this campus than the resident admit rate (78 percent vs 41 percent).

### Implications

Pockets of opportunity remain for international applicants. The search for improved diversity and full-pay applicants to counter rising expenses should continue to create opportunity for non-residents interested in a UC education. Not all campuses have reached their non-resident enrollment limits, and the mix of out-of-state and international admission rates are on the rise on selected campuses.

Admission rate advantages exist at Davis, Irvine, San Diego, Santa Barbara, and Santa Cruz. Significant admission rate advantages exist for international students at Davis, Irvine, Santa Cruz and Santa Barbara.

### California's Junior College Option

For those international students who do not get admitted into the UC system, I strongly encourage students to look at the excellent junior college (JC) system found in California. Last spring the University of California and the California Community College system signed a joint agreement that initiated a comprehensive effort to guarantee admission for all qualifying California Community College transfer students. DeAnza Junior College, located not far from the headquarters of Apple Computer, remains the JC most prepared to work with international students. ●

### University of California Admission Rates (Fall 2018)

Rank	Campus	2018 Admit Rate	2017 Admit Rate
1	Los Angeles	14.1%	16.1%
2	Berkeley	15.2%	18.3%
3	Irvine	28.8%	36.6%
4	San Diego	30.3%	34.1%
5	Santa Barbara	32.4%	32.9%
6	Davis	41.4%	43.6%
7	Santa Cruz	48.1%	55.4%
8	Riverside	51.3%	57.7%
9	Merced	70.7%	74.7%
	<b>Total</b>	<b>59.5%</b>	<b>61.8%</b>

### Key Findings

1. Systemwide, the overall freshman admission rate decreased from 62 to 60 percent, which was bad news for counselors in California! Admission rates for international students reached 67 percent, a slight bump from 2017.

2. Pockets of opportunity for international students: While the admitted mix remained steady for the year for international students, four UC campuses—Davis, Irvine, Santa Barbara, and Santa Cruz—expanded their mix of non-resident admittances. UCLA and Cal

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# News From Schools

## TASIS Leadership Academy Explores Entrepreneurship & Service in the Balkans



TASIS Leadership Academy students in Dubrovnik (photo: TASIS).

By Daniel Ware

Seventeen students from TASIS The American School in England (TASIS England) recently participated in a 12-day trip to the Balkans as part of the TASIS Leadership Academy (TLA). These Grade 10 students have been attending weekly seminar sessions since January as part of their leadership development, culminating in this unique tour designed to further their leadership

skills. Students were engaged in a variety of experiences and will return in the fall to complete a capstone leadership project at TASIS England in their Grade 11 year.

The first half of the trip was focused on the recent conflict in the Balkans, with the aim of exploring political and diplomatic leadership, as well as conflict resolution. Upon arrival in Sarajevo, students learned about the complicated

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## International College Adopts the Danielson Framework for the New Academic Year



Charlotte Danielson (center) with The Danielson Group consultants in Beirut. Left to right: Margaret Leibfried, Cody Claver, Lynn Sawyer, Linda Goodwin, Peggy Olcott, and Ron Anderson (photo: IC).

By Richard Bampfylde

International College (IC), Lebanon, one of the largest international schools in the world with over 3,600 students across two campuses, has successfully integrated the world-renowned Danielson Framework into its educational practices.

As with every year throughout its history dating back to 1891, the school is looking forward to another packed year of meaningful learning and opportunities. The school is even more excited

for this academic year due to the identification of this Framework as its reference for the teaching and learning experience.

Through the Framework, IC is able to enhance professional practice and autonomous, engaged student learning. Faculty and administrators received their induction into and training in the Framework beginning in February 2018.

Over the course of this eight-month development, six consultants from the Danielson Group—Margaret Leibfried, Linda

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## American International School of Jeddah's New Campus Is Ready for 2018-19 School Year

By Lexi Lee

The American International School of Jeddah (AISJ) has an interesting history that dates back to 1952. When Saudi Arabian Airlines was developed, a large number of expatriates, many from America and Europe, came to Jeddah pursuing job opportunities.

Once settled, they saw a need to offer their children a formal American education—something that was not available in Jeddah at that time.

In creating the Parents Co-operative School (PCS), they volunteered their time to teach students from a homeschooling curriculum.

In 1957, the villa that was being used to house the school became too small and a new structure was built on the Trans-World Airline (TWA) Compound, near the old airport. A decade later, in 1967, another new campus was built in Al-Ruwais District, not far from the American Embassy. In 1976, a north

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## AIS-R Takes Compassionate Action Through Note Writing

By Sophia Campbell & Natalia Mazhar, Grade 9 High School Students



A group of Grade 9 students at the American International School - Riyadh who participated in the compassion campaign. Below, a few notes (photos: AIS-R).

At the American International School - Riyadh (AIS-R), High School Exploratory Advisory students were given the opportunity to take action on an issue about which we felt strongly. Instead of tackling an out-of-reach global issue, we decided to focus on our local community: our classmates. In Ms. Albert's Advisory, we recognized that Grade 9 is separated into various groups that do not always socialize with each other. We wanted to change that.

We tackled this student "clique" issue by writing personalized notes to each student in Grade 9 with the goal of building community and showing each person that they are noticed, accepted, and appreciated for who they are. After completing the project within our advisory, we realized that we forgot about one of the most important parts of the AIS-R community—our teachers!

So we extended this project by writing notes to all of the high school teachers and principals. As global citizens, we wanted to build a stronger, more united community; one where students, teachers, and community members support and care for one another.

This effort connects with this year's school theme, "Think Compassion," as students are working

to make each of our classmates feel like they are a part of AIS-R and that they belong.

Our advisory discussions have centered on exploring multiple perspectives and nurturing a growth mindset, which gave us the framework for our idea. When reflecting on the AIS-R Eagle Honor Code and the importance of demonstrating respect and seeking to understand others, we thought about how we would feel if someone took the time out of their day to write something kind and compassionate to us.

While creating our action plan we found that, according to Stanford Medicine, "Humans have a natural capacity for compassion. However, everyday stress, social pressures, and life experiences



can suppress it." We recognized that with the constant stress around school and learning, it would be nice to just stop, take a breath, and read something nice about ourselves from someone else. Additionally, being compassionate ... continued on p. 29

## International College

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Goodwin, Lynn Sawyer, Peggy Olcott, Cody Claver, and Dr. Ron Anderson, along with Charlotte Danielson herself—visited Lebanon to share their knowledge and expertise. Danielson, the creator of the Framework who led the training in Lebanon, commented: “Our aim is to find common language and shared understanding of practice that permits conversation and dialogue, while creating a community of learners.”

New recruits for this academic year have now been immersed in the Framework thanks to a two-day workshop included within a series of events during their orientation week in Lebanon. These include faculty as well as administrators, with both American and French citizens represented, along with teachers from Lebanon. Indeed, this mix of nationalities prompted a world-first for the Danielson Group, as the Framework smart card was for the first time provided in Arabic, French, and English. A senior administrator from France—and one with ten years’ experience in training, auditing, and advising the network of French schools in Lebanon and in the Indian Ocean—was very happy to participate in the workshop and had the following to say: “We have shared, cooperated, transmitted, confronted... in order to build, for future teaching, more reflexivity and wealth in our

professional practices... all helping to improve the future of our practices to promote the future of our students.”

The Danielson Framework is segmented into four domains pertaining to planning and preparation, the classroom environment, professional responsibilities, and instruction. Through this framework, a positive learning atmosphere is created. Teachers are educators who pave the way for students’ understanding and engagement. They are not simply transmitting facts anymore, but are facilitators who help students make their own arguments and assumptions.

The seven common themes of the Framework revolve around equity, cultural sensitivity, high expectations, developmental appropriateness, accommodating individual need, the appropriate use of technology, and student assumption of responsibility. Based on the Framework and the themes, educators following the Framework can measure the level of performance by four elements: unsatisfactory, basic, proficient, and distinguished. At the distinguished level of teaching, teachers would create a community of learners in which students are deeply involved in the learning and the classroom is self-generating.

“We have chosen the Danielson Framework because it is a valid instrument supported by several large research studies. These studies showed that when teachers demonstrate high levels of proficiency in the Framework, their

### Charlotte Danielson’s FRAMEWORK FOR TEACHING

<b>DOMAIN 1: Planning and Preparation</b> <b>1a Demonstrating Knowledge of Content and Pedagogy</b> • Content knowledge • Prerequisite relationships • Content pedagogy <b>1b Demonstrating Knowledge of Students</b> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage <b>1c Setting Instructional Outcomes</b> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <b>1d Demonstrating Knowledge of Resources</b> • For classroom • To extend content knowledge • For students <b>1e Designing Coherent Instruction</b> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <b>1f Designing Student Assessments</b> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	<b>DOMAIN 2: The Classroom Environment</b> <b>2a Creating an Environment of Respect and Rapport</b> • Teacher interaction with students • Student interaction with students <b>2b Establishing a Culture for Learning</b> • Importance of content • Expectations for learning and achievement • Student pride in work <b>2c Managing Classroom Procedures</b> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals <b>2d Managing Student Behavior</b> • Expectations • Monitoring behavior • Response to misbehavior <b>2e Organizing Physical Space</b> • Safety and accessibility • Arrangement of furniture and resources
<b>DOMAIN 4: Professional Responsibilities</b> <b>4a Reflecting on Teaching</b> • Accuracy • Use in future teaching <b>4b Maintaining Accurate Records</b> • Student completion of assignments • Student progress in learning • Non-instructional records <b>4c Communicating with Families</b> • About instructional program • About individual students • Engagement of families in instructional program <b>4d Participating in a Professional Community</b> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school <b>4e Growing and Developing Professionally</b> • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <b>4f Showing Professionalism</b> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation	<b>DOMAIN 3: Instruction</b> <b>3a Communicating With Students</b> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <b>3b Using Questioning and Discussion Techniques</b> • Quality of questions • Discussion techniques • Student participation <b>3c Engaging Students in Learning</b> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing <b>3d Using Assessment in Instruction</b> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring <b>3e Demonstrating Flexibility and Responsiveness</b> • Lesson adjustment • Response to students • Persistence

students show greater learning gains. Secondly, the Framework applies to all disciplines, from Kindergarten levels up to Grade 12, and this is based on the fact that teaching requires the same basic tasks,” explained Dr. Mahmud Shihab, Director of IC’s Educational Resources Center.

IC applies the Danielson Framework with the involvement of the whole school community, including parents. Indeed, part of the training provided relates to the ways in which teachers communicate with families about individual students

and how they engage them in the instructional program itself.

The adoption of the Danielson Framework is just one step among many to accelerate the progression and growth of IC, both as a leading academic institution and as an engaged and thriving community in Lebanon and the Middle-East region. The school constantly identifies and pursues new opportunities to benefit all key stakeholders of IC and strongly believes that student learning is paramount to the success of IC as a whole.

Indeed, this 2018–19 academic year promises to be one of the best yet—quite something considering over 125 years of successful educational practices—as this Framework strengthens the teaching and learning experience and moves us further into the exciting future. ●

*Richard Bampfyld is an educator with more than 15 years’ experience around the world, and is currently establishing International College’s first communications department in Lebanon.*

## Finnish Model

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schools will receive an American diploma, an IB diploma, or both.

“I have had the opportunity to work in and visit many high-caliber schools all over the world. When I toured some of Lumo’s educational environments, I was thoroughly impressed by their deep-rooted commitment to student welfare and to teacher preparation and professional development,” says Dick Moore, Vice-President of School Start-Up and Management, ISS.

The agreement between Lumo and ISS was signed on 28 June during the ISS Ed Leaders Conference, where 50 educational leaders from around the world met for collabo-

ration, professional development, and discussion.

Beyond the agreement, Lumo will continue to concurrently work on Finnish-specific programs and ISS will continue to start-up and manage innovative, student-centered, international schools using various accepted curriculums, similar to the 110+ schools it has developed thus far. For this particular collaboration, the Lumo-ISS team will be working with investors and other philanthropists who wish to create Finnish-American schools in investors’ home countries or around the world. ●

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The American School Foundation (ASF) in Mexico has earned official recognition as a Common Sense District for its work on digital citizenship.

## ARIS Bans Single-Use Plastic

*Climate change and plastic pollution are among the most perilous issues of our time. Al-Rayan International School in Ghana is looking to make a difference.*

By Oorna Mukherjee

Al-Rayan International School (ARIS) in Ghana has been known for not turning a blind eye to pressing and persistent social issues. From gender inequality to modern-day slavery (during CNN’s #MyFreedomDay Campaign), from alcoholism and addiction to racism, and now from religious conflicts to plastic eradication and environmental issues, our students have demonstrated that young minds have the power to make a large impact.

In the IB Programme, through the IB Learner Profiles and the value of international mindedness, students are trained to be global citizens and encouraged to care about making an impact within the holistic community. At ARIS, this effort shines bright thanks to our very own social initiative, ARIS Cares, through which students give back to our ever-growing community. As the school gears up to celebrate its 15th anniversary in 2019, we have made ARIS Cares the theme for this entire year.

Climate change and plastic pollution are among the most perilous issues of our time. With development defined by the un-

dercurrents of environmental harm, it is time that we reconsider our actions as a society and as individuals and start being proactive in protecting our environment. ARIS has joined the march.

Our students and staff took part in the second annual Earth Day Accra. ARIS put a creative spin on this year’s Global Earth Day theme—Eradicating Plastic Pollution—by dedicating an entire DIY desk to DIY décor, games, and interactive sessions for an audience, looking to spread awareness about ways to reduce plastic waste. Additionally, our students took part in beach clean ups, and one of them presented a talk on how we can reduce our plastic consumption.

As a community, we took the lessons learned through our participation in Earth Day and have initiated a more ambitious project with the aim of having a long-term impact. Our annual science fair this year adopted the theme “Better Design for Sustainability,” encouraging young people to design a future in which the exhaustion of natural resources is but a distant nightmare.

Our students came together to find sustainable solutions to such challenges as gas emissions, water

purification, and composting. One team even proposed a method for turning natural waste into cosmetics. What came out of the event was the realization that we, as a growing community, have a larger impact than we think.

How do we go forward then? Plastic being the most widely used and disposed of material today, our first course of action is to implement the ARIS Plastic Ban. Our movement to eradicate single-use plastic within the ARIS community is now underway and will be in effect next year.

Today, ARIS. Tomorrow, other communities. Let’s take our stand and save the environment now, shall we? ●

*Oorna Mukherjee is the Admission and Communication Assistant at Al-Rayan International School.*



## TASIS Service

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history of the region and the devastating conflict of 1991–95 that included the siege of Sarajevo.

First-hand accounts of the experiences of the siege were offered, as well as perspectives on the challenges facing Bosnia in the 21st century as the population continues to struggle to maintain a fragile peace. Before leaving Bosnia, students participated in a leadership workshop where they used their learning to develop and present plans of action for future political development to a local Bosnian who lived through the conflict.

Upon leaving Bosnia, the TLA students headed to Croatia, where they continued to explore the period of conflict by learning about the bombardment of Dubrovnik. To conclude the political leadership portion of the trip, each student wrote and delivered a speech in which they described the kind of leader they wish to be, and how they have been influenced by what they learned in Bosnia and Croatia.

For the second half of the trip, the group traveled to Albania,

a dynamic developing country unique in Europe. The focus of the Albanian portion of the trip was to explore service leadership and entrepreneurship. Students learned about the history and culture of Albania through museum visits, walking tours, and time spent speaking with locals.

A day was spent in a small mountain village in central Albania, where students played with and learned from local children, experiencing the hospitality of an authentic local Albanian feast, with traditional foods grown and prepared in the village. The aim was to develop a deep sense of empathy for the Albanian people in order to provide a foundation for effective service leadership.

Students then developed a plan for a service project that was pitched to a representative of World Vision, receiving valuable feedback. Finally, students engaged in truly unique activities to explore entrepreneurship. As one of the most rapidly developing and dynamic economies in Europe, Albania offers much potential for unbridled entrepreneurship but also faces many unique challenges. During a half day spent

learning from local entrepreneurs in observational and interactive internships, the TLA group had the opportunity to gain valuable insights from an architectural and construction firm, an advertising agency, and a hotel and restaurant.

The final day of the tour was spent relaxing and enjoying the quickly developing coastal town of Durres. After learning about the beach and tourism economy from the manager of one of the most successful hotel resorts, students set off to explore and find an area that they would like to develop as an entrepreneurial project. They then presented their pitches using their previously designed rubric as a guide.

Tired but full of great stories and memories of unique experiences, the students and teachers of TASIS England’s Leadership Academy returned to London with an enthusiasm and readiness for the capstone projects they will develop in the fall. ●

*Daniel Ware is an Upper School History and Geography Teacher at TASIS England and serves as TASIS Leadership Academy Supervisor.*

## Jeddah’s New Campus

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large courtyards with plenty of natural light, two large library/media centers, a theater-style auditorium for school performances, two dining halls/food courts, 10 science STEM labs, and modern athletic facilities to include indoor and outdoor running tracks, two gymnasiums, three full-size basketball courts, a full-size soccer pitch, an eight-lane swimming pool, tennis and squash courts, an aerobic room, and a fitness room. The entire campus has robust wireless coverage and classrooms that are “technology smart” and meet all the requirements for a 21st-century American learning experience.

During the initial planning stages of the new campus, administration, staff, and students met frequently to share their ideas about what they’d like the new school buildings to include. Well-lit classrooms designed with learning centers and group work areas, spacious hallways, more STEM science labs, and a dedicated space for student performances were some of the ideas discussed in these planning meetings, all of which can be found on the new AISJ campus, open since 2 September. ●

Superintendent Monti Hallberg, who taught at this school from 1983–1991 and returned in 2013 as Superintendent, is very excited about the new campus. It features

large courtyards with plenty of natural light, two large library/media centers, a theater-style auditorium for school performances, two dining halls/food courts, 10 science STEM labs, and modern athletic facilities to include indoor and outdoor running tracks, two gymnasiums, three full-size basketball courts, a full-size soccer pitch, an eight-lane swimming pool, tennis and squash courts, an aerobic room, and a fitness room. The entire campus has robust wireless coverage and classrooms that are “technology smart” and meet all the requirements for a 21st-century American learning experience.

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