LEYSIN AMERICAN SCHOOL IN SWITZERLAND

University Advising Approach



At Leysin American School in Switzerland

WE BELIEVE

College is a match to be made,
not a prize to be won.

University advising is about
students finding their
perfect university fit.

FROM THE DIRECTOR

Whether a student is planning for university, a gap year, or military service, life after LAS can be exciting but also a bit scary. With this in mind, the LAS university advisors guide all our students and families through our university advising program so that our students can make the best decision for them: the one that aligns with the next steps in their post-LAS journey. The LAS university advisors are here to help each student succeed in that journey!

Because every student has different interests, academic needs, talents, and personalities, the LAS university advisors personalize a plan to help each student develop a realistic and balanced list of universities to apply for in order to maximize acceptances. At LAS, our philosophy is to guide students in their quest to find the pathway that "best fits" their abilities, interests, and requirements.

To that end, our team leads university-related programming, hosts approximately 100 university representatives yearly from a variety of countries at our Belle Époque campus, and holds one-on-one meetings to educate students about the many different pieces of the university admissions puzzle for the country or countries to which students are considering applying. By grade 12, LAS students, who are highly regarded, are well-positioned to compete for admission to worldwide colleges and universities.

The university advisors at LAS are experienced, have visited over 325 universities, and maintain direct contact with admission reps in over 600 universities worldwide. We constantly have the most up-to-date information on trends in the university admissions world. As such, we serve as resources who can answer (or find answers to) any question that may come up in the application process.

This process is a team effort that begins with a conversation. My team and I look forward to assisting your child with their post-secondary plans, regardless of what they are. You can reach the LAS university advisors at universityadvising@las.ch if you have any questions.

Kind regards,

Rich Modica



LAS UNIVERSITY ADVISING: AN OVERVIEW

Leysin American School's university advisors enhance students' opportunities for academic success, help them develop social maturity, and provide the tools they need to research, plan, and prepare for higher education around the world.

Our university advisors provide a friendly and welcoming atmosphere, encouraging students to drop in before or after school, during their independent study blocks, at lunch, or by scheduling an appointment. We have an open-door policy, and all students are invited to meet with their university advisor throughout the year.

Our robust university advising program is a distinctive component of a Leysin American School education. It centers on building close relationships with students through formal and informal programming and individual, personalized attention.

LAS takes the university advising process very seriously and allocates significant space, time, and staffing to help students and parents navigate the often complex and confusing university admissions process.

Grade 9

Students in grade 9 should focus on successfully transitioning into high school, doing well academically, and joining extra-curricular activities. Instead of concentrating on university, we would like grade 9 students to do these three things well while also getting to know their own learning styles.

Grade 10

Students in grade 10 should concentrate on further leveraging their strengths, personality, and interests. In the spring of grade 10, academic planning (IBDP, AP courses, and LAS high school diploma pathways) is a significant focus.

Grade 11

Grade 11 students should focus on doing well academically and on researching post-secondary plans. This exploratory time allows students to concentrate on their learning and aspirations and to honestly self-evaluate strengths and weaknesses. This will inform their research and assist them in finding what post-LAS options are available to them.

To achieve this, students attend a weekly LAS Student Success course. Grade 11 students also work regularly with MaiaLearning, our school's online career and university platform. In addition to MaiaLeaning, UK applicants should use the UCAS course search tool, while applicants to Dutch universities should refer to Study in Holland. For information on studying in other countries, students can find a wealth of resources and links under the Resource tab in MaiaLearning.

During grade 11, students will meet individually with their university advisor to discuss the application process, which includes talking about the country/countries to which the students are applying, the list of universities they are considering, planning for application essays/personal statements, and developing a testing plan, if necessary.

Grade 12

Grade 12 is when most LAS students apply to university. Depending on the country and course they apply to, university deadlines can be as early as October 15th or as late as the July after graduation. Grade 12 students continue to attend a weekly LAS Student Success course focused on the university application process.









GOALS + PRIORITIES: GRADE 9

- Students focus on successfully transitioning from grade 8 to 9 and adjusting to the new academic demands. Students work to develop strong study skills in each subject.
- Grade 9 is the beginning of high school and semester grades from this point forward will be considered in the university admissions process.
- Semester grades are recorded on the LAS transcript, an official document recording courses taken and grades earned. Many universities worldwide require applicants to submit their transcripts.
- Students find and maintain a balance between academic life and extra-curricular activities.
- Students get involved in the activities that interest them most and remain committed to those activities for the next three to four years.
- US universities prefer quality of activities over quantity of activities (the length of a student's commitment to a few activities vs. how many different activities a student tries).
- UK universities prefer to see activities related to the student's future program of study, if possible.
- Students should read as much as possible; avid readers tend to have an perform higher on standardized tests (such as the SAT or ACT).
- Students reflect on what interesting things they would like to do during the summer vacation.






EISSR



GOALS + PRIORITIES: GRADE 10

- Students maintain strong academic performance each semester.
- Students continue to participate in their chosen activities and are committed to them.
- Students build strong relationships with their teachers. Does the teacher know the student well? Does the student make thoughtful contributions in class? Does the student seek help when needed? If asked, how would the teacher describe the student?
- Students continue to read as much as possible.
- Students start to think about their LAS experience. Could a favorite class lead to a major/program of study in university or a career in life?
- Students begin thinking about which country or countries to apply to for university.
- Students actively listen to the university advisors' information about the different LAS pathways—LAS high school diploma, Advanced Placement (AP) courses, and the IB Diploma—available in grades 11 and 12.
- In the second semester, students review and discuss the Guide to Learning in the Diploma Years with their parents.
- Based on their post-LAS plans, students think about which LAS academic pathway is best for them in grades 11 and 12.
- Students meet with a university and academic advisor about appropriate course selections for grade 11.


Blüthner
Leipzig









GOALS + PRIORITIES: GRADE 11

- Students continue to put forth their best effort academically each semester; this is essential, as many universities heavily emphasize academic success in grade 11.
- Students take the PSAT exam in October; it is good practice for anyone planning to take the SAT in March.
- Students take the IELTS English Proficiency Test; any student who holds a passport from a country where English is not the official language is advised to take this test.
- Students continue to build relationships with teachers and advisors; students will need two letters of recommendation from teachers and one from their university advisor for their university applications.
- Students attend in-person and virtual university visits and presentations.
- Students remain committed to participating in extra-curricular activities.
- Students attend and are attentive during the weekly LAS Student Success class hosted by the university advisors.
- Students meet individually with a university advisor regarding post-LAS plans (i.e., gap year or university). These meetings start in late January.
- Research, research, research! Students must know about university entry requirements, application deadlines, and the required application documents.


EDELRID





GOALS + PRIORITIES: SUMMER BEFORE GRADE 12

- Students add universities to their Considering List in MaiaLearning. Remember that the final list should be balanced and realistic to maximize the chances of admission.
- Students visit the universities they included on their Considering List or Applying List in MaiaLearning to verify if they are the right fit, if possible.
- Students research gap year plans, if applicable.
- Students participate in an internship or work, if possible.
- Students continue researching universities' admission requirements.
- Applicants to US universities create a Common App account and begin filling in the biographical data.
- Applicants to UK universities create a UCAS account using the step-by-step presentation provided in May.
- Students work on drafting university essays and/or personal statements. Students update their Resume of Activities in MaiaLearning.
- Students prepare for any required admissions tests (i.e., BMAT, UCAT, LNAT, SAT, etc.).
- IB Diploma students work on their Extended Essay draft.
- Students should find time to rest and relax before hitting the ground running in early September; grade 12 will be very busy.













GOALS + PRIORITIES: GRADE 12

- Students schedule times to meet regularly with their university advisor to review their university application list, discuss their essays and personal statements, review application questions, etc.
- Students attend in-person and virtual university visits by admission reps.
- Students finalize the country/countries and universities to which they will send applications.
- Students make sure to know the university application deadlines and to meet all LAS internal deadlines.
- Students take the SAT and/or IELTS exams one last time, if applicable.
- Students attend and are attentive during the weekly LAS Student Success class hosted by the university advisors.
- Students check email regularly; university advisors send important informational emails and updates throughout the year.
- Students must reply to university admission decisions by the deadlines (usually May or June); this is another reason to check emails regularly.
- Students finish the year with strong academic success; all offers of university admission are conditional and can be rescinded.
- Students attend their graduation ceremony in late May.
- Students join the LAS alumni association to remain connected to our professional network and resources.

Meet the University Advising Team

If you have any questions, you can reach the LAS university advisors at universityadvising@las.ch.
If you would like to schedule an appointment, please use your child's university advisor's Calendly link (see below).

Rich Modica

Director of University Advising



Rich joined LAS in August of 2021 as the Director of University Advising. Originally from Massachusetts (USA), Rich was a teacher for thirteen years in California, South Carolina, New Hampshire, and Guinea. He also served as a university counselor in the Sultanate of Oman, in South Korea at Korea International School (where he was the Head of Department), in Singapore, and most recently, in Zurich. In addition to coordinating all aspects of the counseling program at KIS, he oversaw the development of the school's first K-12 Comprehensive Guidance Program, including a college counseling program. Rich has visited over 270 colleges and universities around the world. Finally, he has been a frequent speaker at international college admission conferences.

Schedule an appointment with Mr. Modica: calendly.com/rmodica-1

Sholay Ramlall

University Advisor



Sholay joined LAS in August 2022 as the IB Psychology teacher. She comes from South Africa and has spent the last 17 years working in several international schools in Bahrain, Jeddah, Belgrade, and Milan. She also has two years of experience as an Associate Dean of Students during her time in Abu Dhabi. Sholay has an Honors Bachelor of Arts Degree in Psychology as well as a Master of Science in Education, specializing in Curriculum, Instruction, and Assessment. In addition to having completed a university advisor training program through the University of California San Diego, Sholay has worked with students and families in Milan to guide them through the college application process.

Schedule an appointment with Ms. Ramlall: calendly.com/sramlall-las

Millie Mung

University Advisor



Millie Mung has made a significant impact on the LAS community since joining in 2017. Having spent the past six years teaching in the math department and as a member of the Savoy dorm team, she has fostered a supportive and inclusive environment for students inside and outside the classroom. Prior to moving to Switzerland, Millie spent over 15 years teaching various subjects (including math, science, and chemistry) in public schools across British Columbia. She holds a Bachelor of Science in Biology from Simon Fraser University and a Bachelor of Education from the University of British Columbia. She is currently pursuing a Masters of Education degree from Thompson Rivers University.

Schedule an appointment with Ms. Mung: calendly.com/mmung

John Blake

University Advisor



John Blake obtained a BSc in Microbiology and Biochemistry as well as a Higher Diploma in Education from the University of Galway. A respected college counsellor for 18 years and a teacher for 25 years, he has guided and supported students in getting them admitted to top universities in the UK, USA, Canada, Australia, Hong Kong and Europe. He is also a member of the Swiss+ counsellor network as well as the International Association for College Admission Counseling. Before joining International School Altdorf, he worked in schools in Ireland and Switzerland. John was responsible for introducing a comprehensive careers and university counselling program at International School Altdorf.

Schedule an appointment with Mr. Blake: calendly.com/jblake-las



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