



ssb

Nottebohm Internatsberatung

Nottebohm Boarding School Consulting

# Auslandsaufenthalte in Nordamerika

Internate und Sommerprogramme USA und Kanada  
*Boarding Schools and Summer Programs USA and Canada*



ssb

Mittler zwischen den Kontinenten  
*Advisors connecting the continents*

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### Dear Parents, dear Students,

*Today, more and more students are taking advantage of the wide range of possibilities for spending a part of their time at school abroad. This is often not only regarded as a year of fun and relaxation; it means attending school in a foreign country and taking on the challenge of new experiences outside the student's familiar surroundings.*

*Curiosity and the desire to gain first-hand experience about a world only heard about and seen in the media are often the motivation behind a student's decision to spend time abroad. Parents support and encourage their children to go – knowing that there is a high probability their children will be faced with a more global lifestyle, both professionally and in their private lives. A longer stay in a foreign country offers the best preparation for living in a growing global community.*

*Parents are frequently confronted with the difficult question of which path to choose for optimally promoting their child's development. For most young people, time at a school abroad means the first long separation from familiar surroundings, far from their families and close friends. It may be the first time students will have complete responsibility for their own actions – and in a foreign culture and an unknown environment at that. A stay at a boarding school or summer program in North America is a real challenge for adolescents. It provides an optimal learning environment and also room to develop their character and strengthen their self-confidence.*

*When facing the challenge of a stay abroad, it is vital that students and parents have the right counseling at hand. For many years now, the team at ssb Nottebohm has dedicated itself to providing customized consulting for German-speaking students regarding stays ranging from one term up to several years at carefully selected boarding schools in the United States and Canada, which we regularly visit. Our main focus is on the student and it is our goal to find the right school for his/her needs and talents. This individual counseling not only covers the time preparing for the stay at a boarding school but it continues on throughout the student's entire time at boarding school.*

*Our brochure is designed to provide both parents and students with more information about what it means to spend some time in North America, – whether it be for a longer period of time during the school year at a boarding school or to just test the “North American air” for a summer program. Furthermore, we would like to present you with an overview of our services, convey an impression of the way we work, and answer your questions regarding the first steps towards a stay abroad.*

*It would be a great pleasure for me to meet you, dear parents and students, for a non-binding, extensive interview to discuss the possibilities based on the individual needs of your son or daughter. Enjoy reading the following pages!*

*Sincerely,*



Monika Nottebohm



ssb





„Ich habe mich vom ersten Tag an gefühlt, als ob ich in einer neuen, großen Familie aufgenommen worden wäre.“

*“I felt right at home from the first day on, as if I had been adopted by a new, big family.”*

## **I. Boarding schools and why ssb Nottebohm recommends them**

### **Learning incentives and promoting talents**

Boarding schools are independent private schools which are also classified as “college prep high schools” because of their high academic standards. If a student is able and willing to study, a high school diploma can be earned, enabling attendance at a university or college within the United States and Canada, as well as in other parts of the world – including German-speaking countries. At boarding school, students improve their skills in small classes and are encouraged by dedicated teachers, who often live on campus. The facilities, whether for science lessons or athletic and artistic pursuits, are extraordinary. Working with state-of-the-art electronic devices is also common at most schools.

### **Values in the community**

The educational goals of a boarding school, in addition to the academic pursuits, are to strengthen and support each student’s talents, and to teach teamwork and leadership skills. The values taught, such as open-mindedness, curiosity, courage, self-reliance and compassion, are aimed at placing the student in the position of “writing his/her own history”.

In the boarding school community, the prevalent thought put into action is the following: You should not be asking what the community can do for you, but rather what you can do for the community. Each student is assigned tasks that promote a sense of responsibility. In this way, the student develops a feeling for the needs of the community, while at the same time self-confidence is strengthened.

### **Individual support**

The teachers at a boarding school provide all students with the assistance and support they need. Each student is also assigned a guidance counselor or advisor. Many boarding schools have learning centers staffed with specialists to help students who have learning disabilities or need more individual attention. This allows us to also place students who are not as strong academically, making their stay abroad possible and successful.

**In summary,** once the student has made the decision to take the step and part from parents and family, a boarding school offers integration into a school environment that optimally prepares the student for the demands of an international work environment.

## Goals of a stay at a boarding school

**Moritz G., Schüler**

Proctor Academy, USA

*"Attitude is Everything" it said on a t-shirt the school had sent to me as a welcome present before my departure. It was more than just a saying on a white t-shirt though – it was an attitude to life that was demonstrated at school and that I had never experienced in that way before.*

*The relationship between teachers and students at Proctor Academy is absolutely unique in my opinion. Everyone is friendly and helps each other. I felt as if I had joined a new, big family right from the first day on.*

*My greatest challenge was – how do I participate in all the activities along with school and homework? From the very first day, I joined the choir and in the third trimester drama club, taekwondo, computer support, graphics, community service, campus tour guide and more were on my list. My motivation came from one major difference between my German school and Proctor – here, I received praise and recognition from other students and teachers for participation in extracurricular activities or outstanding performance in school, whereby in Germany I would have been called a "geek" or "nerd". A pat on the back with the words "Great job, Mo" motivated me to give even more and participate in further activities. Speaking in front of an audience and communication with others became my passion and I am sure that Proctor deserves a great part of the recognition for this.*

*Above all of this are the values that were part of everyday life at Proctor and which I personally adopted – integrity, honesty, achievement and team spirit. These combined with the school motto "Learn to live. Live to learn." still make up the basis for my life and have helped me get through many a difficult situation, all the stronger afterwards.*

### Linguistic competence

*Increasing globalization makes the need for English as a world language indispensable for those who want to be active in the international arena. A stay at a North American boarding school offers students the opportunity to expand and improve their knowledge of the English language during lessons in various subjects and particularly in dealing with other students and teachers on an everyday basis.*

### Intercultural competence

*"Observing the world through another one's eyes [...] is a skill that you can only acquire in conversation with people of other cultures."*

*This sentence was written by Germany's ex-Chancellor, Helmut Schmidt (see "Außer Dienst", Munich 2008, p. 20). It describes how cultural competence is acquired and what it is good for. Only those who take a closer look at culturally influenced patterns of behavior and values will be able to see a new country with different eyes and also begin to understand his/her own culture in a new way at the same time. Our students learn these skills at boarding school, where they encounter not only American or Canadian students, but students from all over the world as well. An international community exists, which they begin to understand and become a part of themselves. Thus, part of our preparation phase for such a stay abroad includes raising awareness for other cultures and customs.*

### Personal development

*Students are faced with unfamiliar situations they will need to adapt to in the foreign environment and new surroundings, forcing them to make their own decisions. There will also be problems to solve alone or with the help of others, with no parents directly on location to seek help from. This encourages personal growth, leads to more independence, and has a strong effect on the student's self-confidence.*







**Jana E., student**

Virginia Episcopal School, USA

Soon I realized what the American school system was all about: My teachers wanted me to succeed! Attending study hall regularly insures that you study continuously and can therefore retain knowledge permanently – you learn how to study. You grow and you become more independent. Not only do you learn a bit more about the world, you learn more about yourself.

**Julika K., student**

Appleby College, Canada

My social service term is absolutely unbelievable. We have founded a group with one of our music teachers and other students who play guitars to give kids from poorer parts of Oakville guitar lessons. This is really one of the most amazing experiences in my life!

I am really impressed by all charity activities going on here in Canada and I plan on taking some of the enthusiasm back to Germany. There are so many other new passions I have discovered for myself, which I plan on expanding in Germany as well.

### Independent studies

Boarding schools place great emphasis on students learning efficiently and effectively. They offer assistance and guidance for time management, thus helping the student to see the need for using time rationally and wisely. Studying in the right way is not regarded as a natural talent and something everyone knows how to do – as is often assumed in German schools. It is considered a challenge and problem to tackle. Solutions such as study hall (a time when all students have to sit down and do school work), the regular completion of homework, and small classes are ways of encouraging students to do their best and effectively master the study material.

### Meeting the demands of the curriculum in the home country

The boarding school selected must also fulfill the requirements for a school certificate from the student's home country in core subjects such as English, a further foreign language, mathematics, and the necessary science and humanities courses.

The educational systems in North America and those in German-speaking countries differ. Doubts about spending a year abroad at a boarding school in North America are often based on the fact that this type of school is considered the equivalent of a regular "public high school", where the standards are frequently lower. People often do not realize that the high academic demands and the wide spectrum of courses offered at private, independent North American boarding schools provide our students with the same quality education they would receive at their schools at home.

In order to make a selection out of the wide range of academic courses and extracurricular activities, extensive counseling is necessary. Specific detailed knowledge and the right placement regarding the choice of courses and the appropriate level of difficulty at each boarding school are vital prior to starting boarding school. It is important to ensure that the student's study load is challenging but not overwhelming.





## Spending time abroad: When and how long?

### **Sascha H., student**

Darlington School, USA

*It started in mid-August. I wasn't really sure what to expect, but I didn't feel scared, as I fully trusted the ssb team. The time at school went by really fast. In the fall, I started cross country and met lots of new people. Suddenly, it was time for final exams, and I could hardly believe that the year had passed so amazingly fast. I had so many incredible experiences and am so incredibly happy to have taken advantage of the opportunity of spending a school year in the U.S.A. – I can only urge everyone who has this chance to go for it!*

### **Maike G., student**

Fountain Valley School, USA

*The decision to spend some time at an independent boarding school was the best decision I ever made. I found the best friends anyone could have and a home away from home.*

*It is necessary to carefully look at the individual case of each student when planning a stay at a boarding school, with particular emphasis on the decision as to when it best fits into the student's school career and how long it should last. The next paragraphs will outline the various possibilities that exist for Germany, Austria and Switzerland.*

### **Germany**

*Contrary to various doubts voiced by German schools, a year abroad in the German G8 system is still possible. If a student is planning on doing the "Abitur" at a German Gymnasium after 12 years of school, we recommend going abroad in 9th or 10th grade. Upon return, the remaining years of "upper school" can then be completed in one stretch at the German school, as required to obtain the „Abitur“. If the G8 student would like to attend the 11th grade abroad and only intends to stay for one year, this would mean returning to complete the German "Oberstufe" in two years, having matured and with increased linguistic skills.*

*If a student on the G9 track plans to obtain the "Abitur" in Germany after 13 years of school, then a stay abroad in either grade 10 or 11 is possible. The student would then complete the final two or three school years at the school back home.*

*If the student is planning to complete secondary school in North America and receive an internationally recognized qualification permitting study at a university in Europe, we recommend spending grades 11 and 12 at boarding school in North America. This allows the student to obtain the recognized degree after a 2-year stay. If the student would like to go in the 10th grade, then it would take 3 years to obtain a degree from a North American boarding school.*

### **Austria**

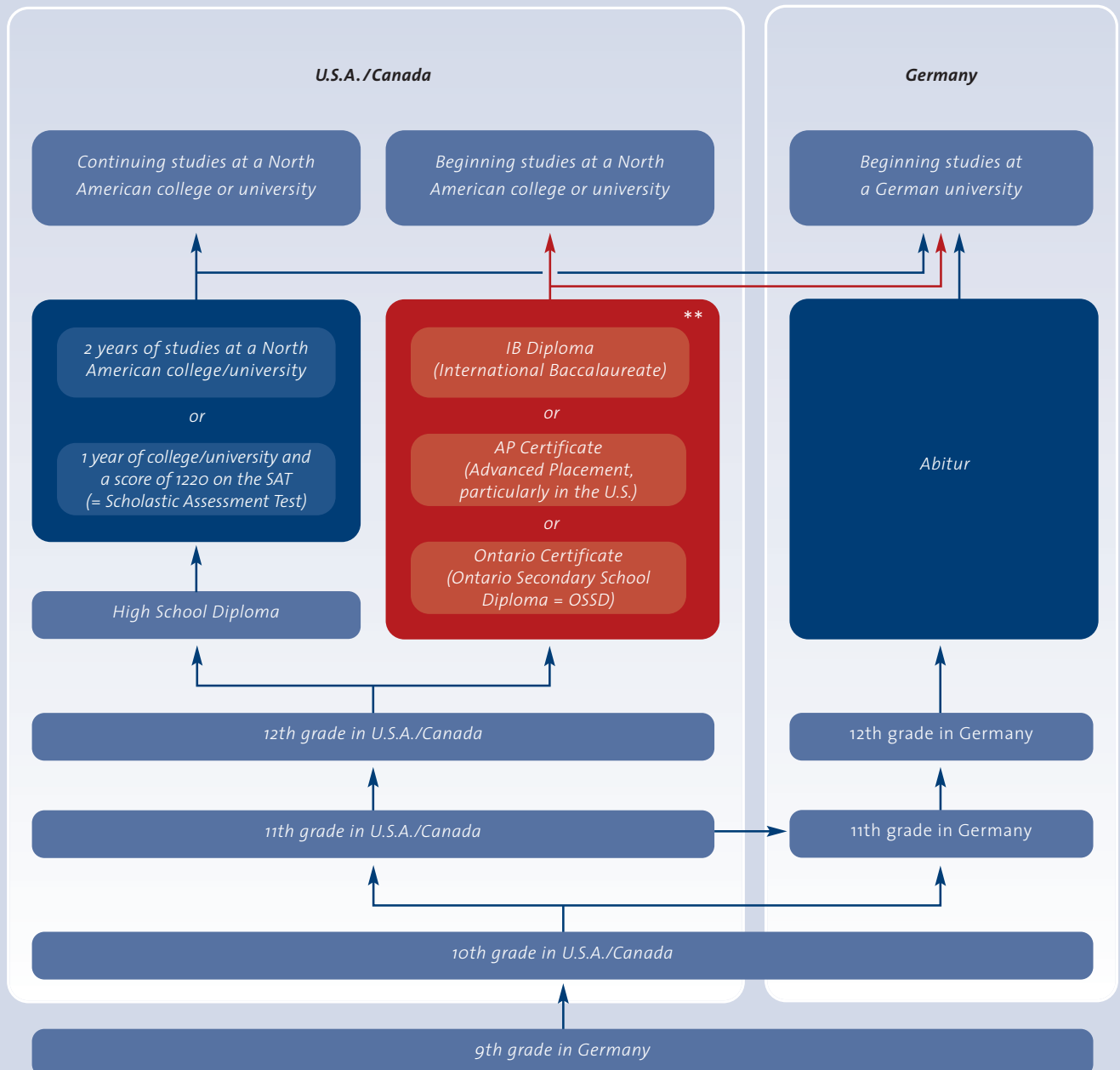
*Depending on whether the student plans to do the "Matura" after four or five years at the upper school of a secondary school (AHS) or at the vocational secondary school (BHS), it is best to plan a year abroad for the 2nd or 3rd year at the latest. Expressed in grades, this would mean spending 10th or 11th grade abroad before returning to complete the "Matura" at the student's home school. If the Austrian student wishes to complete secondary school in North America, we recommend transferring to boarding school in 10th or 11th grade in order to complete an internationally recognized diploma, which also permits study at European universities, in either 2 or 3 years.*

### **Switzerland**

*In Switzerland, a multi-lingual and federalist country, the responsibility for the educational system lies with each canton, and that has an effect on the structure and length of the various school levels. Individual plans must be made for each student of the Swiss Gymnasium in regard to time and length of the stay at a North American boarding school. The specific demands concerning academic requirements must also be met in order to ensure that the student will be able to continue on to the next grade. As it takes at least 12 years to obtain the "Matura" at a Swiss Gymnasium, a stay abroad would be best between the ages of 14 and 16 years.*

## Which alternatives can you choose from?

Using the example of Germany and „Abitur“ after 12 years\* (simplified representation)



\* For variations to this model, in regards to the German G9-system and particularly to students from Austria and Switzerland, compare to page 12.

\*\* According to the decree of the conference of Ministers of Education, the IB Diploma, the OSSD and the AP Certificate are all recognized as equivalent to the German "Abitur" and thus provide qualification for university admission.





„In Amerika habe ich gelernt, mein Potenzial voll auszuschöpfen.“  
“I learned to tap my full potential in America.”

## **II. The Boarding School Stay: Services offered by ssb Nottebohm**

### **Each student is special – finding the right school**

*It is our job to find the school that best meets the abilities and interests of the applicant. Mr. Bruno Schiefer, founder of the firm that became ssb Nottebohm, proved decades ago that intensive preparation and care are decisive factors for the success of the “adventure” of going abroad.*

*We keep these aspects in mind and implement them through intensive counseling while preparing the students for their stay at their new school, at both a personal and linguistic level. The objective of our assistance is not only to suggest the right boarding school for the student, but to accompany the young person in all aspects, both academically and personally, during the preparation before leaving the home country, during his/her stay, and beyond. We also stay in touch with students and families, providing advice wherever possible – even after their return to their home countries. Our services are tailored to the student’s personal needs in each individual phase.*

### **9 Steps toward a successful stay abroad**

#### **1<sup>st</sup> Step: Short application**

*The first step towards going abroad with ssb Nottebohm begins with an extensive initial meeting with the family. In order to properly prepare for this meeting and to get a first impression of the student, we ask the family to fill out the short application found in the back flap of this brochure and return it to us with copies of the last 3 report cards and a short essay in English in which the student introduces himself/herself and describes his/her interests.*

#### **2<sup>nd</sup> Step: The first meeting**

*After receiving the completed initial application documents, we discuss the expectations of both student and parents during our extensive initial interview, touching on the demands made on a German-speaking student during his/her stay at boarding school in North America. The interview with the family gives us the necessary information for customized consultation. The parents and student express their wishes, and we can form a better picture of the student’s learning habits as well as the specific needs and talents, such as whether more emphasis should be placed on languages, science, the arts, or sports. Using these facts as a basis, we then present possible options for a stay abroad and discuss*





**Bodo B., Felix's father**

Brewster Academy, USA

*ssb Nottebohm was a great help in finding the right school in the United States. Together, we found the optimal school for our son. He was extremely happy there and experienced incredible development in every aspect. Our great hopes were not disappointed.*

*ssb Nottebohm was a competent partner throughout the year and always provided assistance in minor and major organizational matters. Our worries about our son were always heard with an open, comforting ear. I can whole-heartedly recommend this company and will recommend them to others.*

**Reinhard and Sylvie C., Olivia's parents**

The Masters School, USA

*Our decision to send our daughter Olivia abroad and have ssb Nottebohm guide us through the process was the right way to go. Our heartfelt thanks go to you and the whole team.*

the goals of the boarding school stay in regard to the academic subjects as well as possible extracurricular activities. Furthermore, we share the experiences of previous students and talk about the importance of intercultural competence.

*If requested, we can also talk about the financial commitment necessary for such a stay at boarding school. An idea of what costs incur can be received by looking at the price list found in the back of this brochure. As a side note: Over the years, due to our excellent relationship with the schools, it has been possible in certain cases to make funds available for partial scholarships for our families. This has enabled a number of students to attend these excellent boarding schools in North America in the first place. In such cases, the financial situation of the family is taken into consideration as well as the talents that a student displays.*

### **3<sup>rd</sup> Step: Putting the application paperwork together**

After our initial meeting, should you make the decision to continue on with ssb Nottebohm for planning the stay abroad, it is time to begin the process of completing the application paperwork and selecting the right school. We have developed a standard application form which is accepted by our partner schools. Upon receiving the application materials, we carefully examine them. We provide constructive feedback to the student so that the application can be improved, if necessary. We evaluate the student's language skills and provide advice for undertaking steps to improve before leaving for boarding school so that he/she will be able to follow lessons from the start without major difficulties.

### **4<sup>th</sup> Step: Selecting the right school**

After receiving the extensive application materials, the process of selecting the suitable school begins. Based on criteria such as the academic performance of the student, requests for a certain geographic region, or with more of a focus on extracurricular activities such as sports, artistic interests and other hobbies, we suggest one or more schools in an in-depth conversation with the family.

### **5<sup>th</sup> Step: Introducing the student to the chosen school**

Once the selection has been made, we help with the application process at the school of the student's choice and forward the application, including the report cards that we have translated into the North American grades as well as our personal recommendation, to the designated school. In many cases, a personal interview via Skype or on the phone is required, for which we also offer careful preparation.

Boarding schools in the United States and Canada usually require some form of testing for foreign students. Based on ssb Nottebohm's long cooperation with many of the schools, our evaluation of the student under critical aspects in combination with meticulous preparation for the stay abroad leads most schools to waive these requirements for our students. Should tests still be necessary, we inform the students of where and when they can be taken. It is also possible for us to administer certain tests on behalf of the school.



## 6<sup>th</sup> Step: Preparing for the stay at a boarding school

### **Hanna B., student**

St. Johnsbury Academy, USA

*The Orientation Seminar was lots of fun, and my roommates and I didn't want to go back home. I am already looking forward to seeing them all again and perhaps returning to help out as an alumna in the future.*

Once the student has been accepted, comprehensive information about life at a boarding school and on campus, about culture and customs in the United States or Canada, and a reading list of English literature are sent to the student to help prepare for the stay.

Furthermore, our four-day orientation seminar, where we discuss difficult situations that could arise and provide insight on how to deal with them, optimally prepares students for everyday life at school in the foreign culture.

We offer support regarding travel preparations and provide information on topics such as visa requirements or health insurance and on how to stay in contact overseas. On behalf of the parents and student, we discuss the necessary arrangements to be made as far as organizing the student's stay at the chosen boarding school is concerned.

### **Julia W., Nik's mother**

Hawai'i Preparatory Academy, USA

*Many thanks for the exciting days that Nik experienced at the Orientation Seminar. He really enjoyed it and we were also impressed with what you put together and how well-organized things were (...) – we could clearly feel the heart-felt atmosphere! All three of us went home highly motivated.*

## 7<sup>th</sup> Step: Course selection

Using the current report cards, the teachers' recommendations and the wishes expressed during the initial interview as a reference, we advise the students which courses are appropriate and coordinate the choices with the school in question. Most of the courses are determined by the demands facing the student upon return to the home country. We plan ahead and make a course selection that enables the student to re-enter his/her class again upon return after a one-year stay. Should a student plan on completing his/her secondary education at boarding school, we take an individual look at his/her academic needs and provide advice accordingly.

## 8<sup>th</sup> Step: Academic and general guidance during the stay

We are in close contact with teachers and advisors at each boarding school during the year and closely follow the student's progress inside and outside of the classroom. Questions on any matter concerning school can be answered by our competent staff. To ensure appropriate support, we aim to visit each student personally during the school year.

During the first few weeks, it is sometimes necessary to make changes to the course schedule. We provide assistance as needed in such cases. We evaluate report cards and comment on them. If the student stays at boarding school for more than a year, we continue to offer assistance in choosing the proper courses. Here, close attention is paid to the requirements of the home school, ensuring that the qualifications are met and recognized so that the student is able to apply to European universities.

No matter what the question is – you can rely on us to assist you with competent advice and support during the entire stay!

## 9<sup>th</sup> Step: Return

Each year, we offer a returnee meeting. There, the alumni have the chance to exchange views and share their experiences with each other, as well as receive valuable tips for re-entry into their home culture and school.



### III. Summer programs: Summer school or summer camp?

#### **Sabine J., Mathias' mother**

Brewster Academy Summer Session, USA

*Mathias was absolutely thrilled with his stay. The English lessons were very demanding and helped him get prepared for his upcoming Abitur. The concept and organization of the other classes as well as the sports activities were just as fastidious.*

*It was a very internationally mixed group. We especially appreciated the fact that up to 50 percent were American participants.*

*All in all, it was an extremely worthwhile alternative for students who are not ready to go to the U.S. for a full year initially.*

Summer programs in North America allow students to combine experiencing a foreign culture with learning new things or promoting a talent or interest together with their peers. They are also a wonderful opportunity for improving both language skills and cultural competence for a future longer stay in the United States or Canada. For such programs, many of our renowned boarding schools open their doors and campuses during the summer months of June, July and August.

The educational focus is very diverse. The classic "summer school" offers the opportunity to take one or more subjects in English and sometimes even earn credits while doing so, whereas the traditional "summer camp" places more emphasis on nature, sports and the outdoor experience. There are also combined forms where both academics and recreational activities can play a main role. Based on the student's interests, a program is selected which meets language needs, teaches knowledge in a chosen field or focuses on learning skills, on improving athletic, artistic or musical abilities, on outdoor education or language immersion.

If improving English or French language skills is the main reason for attending a summer program, experienced teachers will assist students in practicing their communicative skills, grammar, geography and cultural knowledge, and will teach, in some cases, other subjects. The students are divided into groups according to their level of skill and all come from different countries. In the afternoons, they meet for sports and other recreational activities, and on weekends different excursions are often offered.

Other, less academic programs focus more on certain sports, artistic or musical skills, or outdoor experiences. Here, the youths can interact with other American or Canadian students and, if applicable, thus practice their language skills while taking part in activities. In addition to the general learning experience, social skills such as teamwork and communication skills are of great importance during such stays.

Beyond the things actively learned, the students generally return with improved independence and increased self-confidence – and those positive results are advantageous when re-entering school in the home country or continuing on at a North American boarding school.







„Während meines Jahres in Kanada habe ich gelernt, unabhängiger, selbstbewusster und zielstrebig zu sein.“

*“During my year in Canada I learned to be more independent, self-confident and determined.”*

#### **IV. ssb Nottebohm: About us**

Interested in a short-term study program in Canada? Find out more on [www.studium-kanada.de](http://www.studium-kanada.de)

More information about us and a selection of our partner schools on [www.ssb-nottebohm.de](http://www.ssb-nottebohm.de).

*ssb stands for more than 30 years of experience in providing guidance to German-speaking students and referring them to North American boarding schools. The original company was founded by Bruno Schiefer, formerly a superintendent of schools at the board of education in Cologne. He was involved in intercultural school exchange programs for more than 40 years.*

*Monika Nottebohm has been managing ssb Nottebohm since 2005. She studied physical education, geography and geology to become a secondary school teacher. She and her husband are the parents of two former ssb students, who are now adults. Both attended the 11th grade in North America – her son at a boarding school in the United States, and her daughter at a Canadian boarding school.*

*Our many years of experience allow for a high degree of certainty in finding the right school to meet a student's academic and personal needs in combination with the proper course selection. We have come to know all of the schools we recommend very well through our regular visits there.*

*We strive to provide the best possible guidance and advice to our students before, during, and after their stay abroad to ensure the most successful stay possible. Our satisfied clients are the best recommendation we can receive! It would be our pleasure to also assist you in making this stay abroad a complete success.*

## V. Parents' Statements

### **Simone W., Sebastian's mother**

Albert College, Canada

*We always felt very satisfied with the support you and your team gave the students throughout their whole stay – beginning with the fantastic Orientation Seminar and continuing on with the mails for birthdays, Halloween, Christmas, Valentine's Day, etc.*

*When we learned Sebastian wasn't feeling so well on his first day at boarding school and was suffering from jetlag, we were glad that your team's help enabled us to very quickly connect with the appropriate contact person at the school. Your office found exactly the right words to convey our concerns and Sebastian received the help he needed. We have every reason to recommend your company to others, which we have already done several times.*

### **Family K., Carl's parents**

St. Johnsbury Academy, USA

*After two stays on the west coast and the east coast of the United States, our son had a clear vision: "I want to spend a year at school in the U.S." For us it was important to find a good boarding school and not place him in a host family (not knowing where he might end up). We had heard too many horror stories of such experiences. As a consequence, we contacted two companies specializing in boarding school stays and it soon became clear that we would choose ssb Nottebohm. The very caring, professional, systematic approach and the demands made of our son (interviews, short application, essay, photo album, etc.) were what convinced us. After several meetings and talks, Mrs. Nottebohm presented a short list of suitable boarding schools, based on criteria such as academic courses and sports options, which we visited in the late fall. ssb did an excellent job planning the campus visits for us. We were surprised to find that the school our son had found best at home, after reading about all the schools on the shortlist, was not the one he liked best after visiting them all, and he spontaneously chose the one that Mrs. Nottebohm had originally said would be the "number 1 choice" for him in her opinion. To us, this reflects the good preparation, detailed knowledge of each school, and intense conversations with the student in question.*

*The further proceedings (putting the application paperwork together, visa, Orientation Seminar, etc.) also went smoothly and without stress, thanks to ssb, and the exchange year could finally start. What differentiates a good consultant from an outstanding consultant, however, is the assistance and support in situations where things suddenly take a turn for the worse. Due to an unexpected violation of the rules, our son was abruptly dismissed from the school in the winter. A shock for everyone... Thanks to many talks with the ssb team and their tireless efforts, appointments with two other schools were organized and set up within two days. Both schools were also excellent recommendations and, thanks to the long-standing partnership with ssb, prepared to give our son a second chance. Just a few days later he was able to move into his new boarding school, having learned "a lesson for life". Without ssb's support, he would doubtlessly not have received this second chance. Thank you, ssb!*

### **Kristin Z., Jasper's mother**

Lakefield College School, Canada

*We decided right from the start that we wanted to take advantage of the services offered by an educational consultant. With all the offers out there, it was important to us to find a school that completely met the individual needs and talents of our son. After speaking with various agencies, we chose ssb Nottebohm. The many years of experience were immediately apparent, and our wishes were respected. In our eyes, the school needed to include three components – academic skills, social competence/value orientation and sports. ssb Nottebohm suggested Lakefield College School located near Toronto, and we were very satisfied with the decision.*

*Our son was warmly welcomed to Lakefield, and thanks to help from others, he quickly felt at home there. When we saw him for the first time three months later, we found he had turned into a very self-confident young man. "I think it's great to be challenged!" he excitedly described his experience with the Canadian school. The teachers believe in their students, are interested in them as individuals, and are always available to answer questions and help if someone is having difficulties. Learning can really be fun – Jasper first realized that in Canada, as well as that good performance in school and social life are rewarded and regarded in a positive light, providing a constant incentive for everyone. His stay in Lakefield has allowed him to discover what he is capable of – this means a whole world of possibilities, not only things important for his career. A holistic approach to education makes this possible.*

*Our son feels very much at home at Lakefield College School, and we know he is getting all he needs there. He decided just four months after beginning there that he wanted to extend his stay in Canada and finish his second year there to receive his diploma. An adventure that was really worth it!*

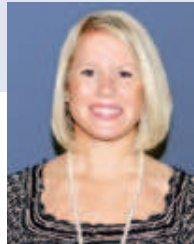
*The whole ssb Nottebohm team deserves our heartfelt gratitude. Their competence, intensive support, and constant personal dedication were definitely decisive for the success of the 'project year abroad'.*

### **Rolf P., Elena's father**

Baylor School, USA

*We would especially like to thank you personally as well as your team for the very competent service and counseling and advice tailored to the needs of our daughter. We felt we were in excellent hands right from the start and have recommended you to others.*

## Statements from Partner Schools



**Kimberly Carter**

Director of Admission  
Branksome Hall, Canada

*Branksome Hall has developed a relationship of trust and mutual understanding with ssb that has resulted in the successful placement of many young women over the years. ssb has made every effort to understand our particular Canadian school culture, the benefits of the IB programs that we offer, and the organization of the boarding experience, so that German students can be well-matched to this school.*

*ssb's application process and orientation program are excellent and highly successful. The special attention they give to each student's personal preparation for an intercultural experience makes the transition much easier than that experienced by other students.*

*We appreciate the assistance and attention that ssb provides to their students and families throughout the school year in Canada, and recognize their work as professional and comprehensive. We especially appreciate their annual on-site campus visit, and the personal effort they make each year to build and maintain strong relationships with the school personnel who work most closely with the German students.*

*ssb works hard to stay current and knowledgeable about our programs. ssb is an agency superior to most others operating in the educational world at this time. Rest assured that a partnership with ssb will result in a positive experience and a life-changing opportunity for your child.*



**John Cummings**

Associate Headmaster for Admissions  
and Advancement  
St. Johnsbury Academy, USA

*It is a pleasure for me to write about ssb Nottebohm. As we celebrate a partnership of over twenty years, ssb continues to be a leader in placing and supporting German students in American Boarding Schools.*

*Drawing on their extensive experience and understanding of both American and German educational systems, ssb Nottebohm provides students with unequalled educational opportunities. Each student placed by ssb Nottebohm enjoys expert advising on school selection, a detailed orientation program featuring boarding school leaders, assistance with course selection and counseling toward educational goals. In addition, the ssb team provides personal follow up, including a visit to each school to meet personally with each of their students and the school's faculty and administration.*

*This support continues throughout the student's stay in North America and beyond as each student receives support to help them transition back into the German educational system and becomes part of the ssb Nottebohm alumni association. Our parents report a very high level of satisfaction with the ssb organization.*

*The management of ssb, under the leadership of Monika Nottebohm, continues to provide outstanding support for parents and students.*



- **ssb Nottebohm Partnerschulen**
- ***ssb Nottebohm Partner Schools***





**ssb Nottebohm Internatsberatung**

**ssb Nottebohm Boarding School Consulting**

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