



**Bishkek
International
School**

Admissions Policy

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Preface

Policies, Handbooks and Regulations

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS). The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Inclusive Education Policy
4. Language Policy
5. Academic Honesty Policy
6. Assessment Policy
7. Health & Safety Policy
8. Child Protection Policy
9. Educational Visits Policy
10. Ethics Policy
11. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request.

All policy documents and handbooks are reviewed and revised by the Management Board every year, normally in April/May for approval by the Governing Board in June for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of April each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'ESCA-Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate World School, offering the International Baccalaureate Diploma Programme (DP), and is an official candidate school for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For further information about International Baccalaureate, see www.ibo.org

International Baccalaureate mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

1. **Inquirers:** Develop a natural curiosity that allows them to become lifelong learners.
2. **Knowledgeable:** They explore ideas of importance and dig deep into its meaning creating a balance of their learning.
3. **Thinkers:** They apply thinking skills that allow them to tackle complex problems in creative ways.
4. **Communicators:** They understand and can articulate information in confident, creative ways, including a second language.
5. **Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.
6. **Open-minded:** Students understand and embrace other cultures. They recognize and celebrate their own backgrounds and learn tolerance for others.
7. **Caring:** Students actively care about others and participate in active service.
8. **Risk-Takers:** Students are brave in the face of new challenges. They strive to take on new roles and to defend their own beliefs.
9. **Balanced:** Students understand the need to be emotionally, physically and mentally balanced. They strive for this in themselves and others.
10. **Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

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1. Introduction

The aims of the admissions policy are:

- To regulate the age criteria for entrance to the school at a particular year level.
- To ensure that students enrolled at the school are placed in a class where their social, emotional, cognitive and psychological needs are effectively catered for.
- To ensure that BIS can meet the educational and social requirements of enrolled students.
- To ensure that MYP, IGCSE and Diploma students have the essential language and other skills to undertake these programmes.

2. General Entry Requirements

BIS welcomes all students without regard to citizenship, ethnicity, gender, sexual orientation, political or religious belief, and disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other students.

Places for admission are normally available on a first-come first-served basis, subject to the following constraints:

- Siblings of existing students at BIS will be given priority for entry and may be moved to the top of any waiting list for entry, at the discretion of the Head of School;
- As an international school, where a broad mix of international students is part of the student experience and school culture, the citizens of any single country are limited to maximum 50% of the student body. If this limit is reached for any country, new students from this country will join a waiting list based on the country limit.

To be accepted as a student in BIS:

- A place must be available for the student, as confirmed by the Director of Studies.
- The applicant must be accepted by BIS following assessment of the child, in a form decided by the Director of Studies as appropriate for each applicant. This may include:
 - Reports and records from previous schools,
 - Examination of the applicant by BIS,
 - Assessment of the potential for the student to benefit from the education at BIS.
 - The capacity of BIS to meet the educational needs of the student.
- The enrolment form and contract must be completed and signed and approved by the Management Board;
- Appropriate payment must be made in full, as defined in the enrolment contract.

The school reserves the right to:

- Contact previous school administrators and/or teachers to gather additional information needed to inform the student's application.

- Deny admission to any applicant if the school cannot meet the applicant’s educational needs.
- Postpone admission if a class is full. In this case, the applicant will be placed on a waiting list.

3. Standard Grade Placement on entry to BIS according to birth date

The normal age limit in each class in BIS is as shown below, together with the normal equivalent grade in other systems. Exceptions are sometimes made to these age limits, to allow a student who is younger or older, provided this is in the best interests of the student from both an educational and social perspective.

Exceptions are decided by the Management Board following review by teachers and the Inclusive Education Coordinator where appropriate.

Minimum Age on September 1st	BIS Grade Placement	Kyrgyz Republic Grade Equivalent	U.S. Grade Equivalent	U.K. Grade Equivalent
Preschool				
2 years old	Preschool 1	Detskiy-Sad - Nursery	Pre-K	Nursery
3 years old	Preschool 2	Detskiy-Sad - Junior	Pre-K	Nursery
4 years old	Preschool 3	Detskiy-Sad - Middle	Pre-K	Reception
Primary School				
5 years old	Primary 1	Detskiy-Sad - Senior	Kindergarten	Year 1
6 years old	Primary 2	1 st Grade	1 st Grade	Year 2
7 years old	Primary 3	2 nd Grade	2 nd Grade	Year 3
8 years old	Primary 4	3 rd Grade	3 rd Grade	Year 4
9 years old	Primary 5	4 th Grade	4 th Grade	Year 5
10 years old	Primary 6	5 th Grade	5 th Grade	Year 6
Middle School				
11 years old	MYP 1	6 th Grade	6 th Grade	Year 7
12 years old	MYP 2	7 th Grade	7 th Grade	Year 8
13 years old	MYP 3	8 th Grade	8 th Grade	Year 9
High School				
14 years old	IGCSE 1	9 th Grade	9 th Grade	Year 10
15 years old	IGCSE 2	10 th Grade	10 th Grade	Year 11
16 years old	Diploma Program 1	11 th Grade	11 th Grade	Year 12
17 years old	Diploma Program 2	NA	12 th Grade	Year 13

4. Academic & Language Assessment at Entry

Preschool and Primary 1

For Preschool classes and Primary 1, placement is made according to age criteria. In cases where a student is either too far ahead or too far behind most other students in the class, the placement of the student in a different class may be considered after an initial assessment period following discussion with teachers and parents, but only if the move is in the best interests of the student.

Primary 2 to Primary 4

For students joining BIS in Primary 2 to Primary 4, initial placement is normally made according to age criteria. Students are assessed for their English and Math level in the first month to decide appropriate language support if required and/or possible movement between classes in discussion with teachers and parents, where this is in the best interests of the student.

Primary 5 to MYP 3

For students joining BIS in Primary 5 to MYP 3 classes, an initial English examination is required before entry. Students with limited English for their grade level may not be enrolled, or be enrolled subject to payment of additional fee for English tuition which continues until they no longer need additional English support, at the discretion of the Director of Studies. After enrolment, students are routinely assessed for their English and Math level to decide appropriate language support if required and/or possible movement between classes in discussion with teachers and parents, where this is in the best interests of the student.

IGCSE

Students entering the IGCSE 1 class on initial entry to BIS must first pass examination in English and Math using the Cambridge International Examinations Stage 9 progression tests. Students entering IGCSE from MYP must have sufficient English language skills before graduating to IGCSE.

Students entering the IGCSE 2 class as initial entry to BIS must first have an entry interview with The Director of Studies and the Head of School and also provide grades and documentation from another IGCSE programme. Students with limited English for their grade level will take English examination and may not be enrolled, or be enrolled subject to payment of additional fee for English tuition which continues until they no longer need additional English support, at the discretion of the Director of Studies.

IB Diploma Programme

The IB Diploma Programme is a rigorous and intensive pre-university education programme which requires full commitment from students but is accessible to a wide range of students. Any student who has already successfully completed a broadly based education programme will succeed in the Diploma Programme if they want to succeed and are self-organised and work hard.

IB Diploma Programme student applicants must:

- Complete and sign the IB Diploma Programme application with course selection, and provide supporting documents as specified in the application;
- Complete and sign a medical records and special needs form;
- Provide a personal statement explaining why they want to take the Diploma Programme;
- For existing BIS students, a minimum of 5 C grades at IGCSE, with a minimum of a C in any subject to be studied at Higher Level in the IB Diploma (if studied at IGCSE level), will lead to automatic entry. BIS students not meeting the above criteria will be considered individually by the IBDP Coordinator, Director of Studies and Head of School. Entry to the IB course is subject to a consensus between the IBDP Coordinator, Director of Studies and Head of School using the following criteria:
 - the student should have a sufficient level of English to be able to access the IB curriculum.
 - the student should have good work ethic.

- the student should have a minimum of 80% attendance record.
- If transferring to BIS from another school, provide documentary evidence of completing a very good broadly based education program to age 16 in English, or pass BIS entrance examination in English and Mathematics prior to entry. Students who do not pass the English exam but clearly have the academic ability to take the IB Diploma will be accepted provided both parents and the student agree in writing to the additional language support required to reach the required standard and agree to fund this support if it is beyond the normal level of support provided by BIS.
- Attend an interview with the IBDP Coordinator, Director of Studies and Head of School;
- Agree with and sign the Academic Honesty Policy;

Admission to the Diploma Programme may be denied based on:

- Insufficient evidence that a student is fully committed to the programme;
- Inability of BIS to provide appropriate support for known special needs or medical conditions.

Any decision regarding enrolment in the IB Diploma Programme must be approved by the student's parent or legal guardian by signing the student application form and the Academic Honesty Policy.

Applications for the IB Diploma Programme will not be accepted after the October term break except in cases where the student is transferring to BIS from another IB Diploma Programme.

Students entering BIS in the Diploma 2 class may only do so by transferring in from the IB Diploma Programme at another institution, provided the transfer is approved by the IBDP Coordinator at BIS.

In order to receive promotion to the Diploma 2, a student is required to have a total– of 26 points in 6 subjects with: no grade 2 for a Standard Level subject, no grade 3 for a Higher Level subject without a compensating grade 5 for another Higher Level subject, no grade 1 and satisfactory Extended Essay progress and up to ate CAS portfolio. Students not meeting these requirements will be invited by the IBDP Coordinator to discuss their case, and take precautionary measures, in coordination with staff and parents.

5. Inclusive Education Needs Assessment at Entry

A student has inclusive educational needs if they:

- Have significantly greater **ability** in learning than the majority of students in their age group; or
- Have significantly greater **difficulty** in learning than the majority of students in their age group; or
- Have a disability which prevents or hinders them from making use of an educational facility of a kind generally provided for students of the same age within the school; or
- Have a disability which prevents or hinders them from learning or performing compared to students of the same age within the school.

Students with any of these special needs will be considered for admission following evaluation by the school's support services and an agreement with the family regarding the provision of any individual support in accordance with the 'Inclusive Education Policy' of BIS.

Students will normally be accepted provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students. However, there will be cases when BIS is unable to provide or make available the specialist help required, either due to lack of resources or local availability, and in these cases a place will not be offered.

Assessment will be made by the Inclusive Education Coordinator and decision taken jointly with the Director of Studies and the child's parents/guardians following assessment. If the child is accepted, the Inclusive Education Coordinator is responsible for oversight of all special arrangements for the student

6. Class Size

Preschool 1 (Age 2-3)

Maximum 10 students, with the last 2 spaces reserved for children who have older siblings joining the main school. Common enrolment stops at 8 children. Other children join a waiting list and are offered places when they are free. Children with older siblings joining the main school go to the top of the waiting list. The class will have 2 staff for up to 8 students and 3 staff for more than 8 students.

Preschool 2 (Age 3-4)

Maximum 18 students, with the last 2 spaces reserved for children who have older siblings joining the main school. Common enrolment stops at 16 children. Other children join a waiting list and are offered places when they are free. Children with older siblings joining the main school go to the top of the waiting list. The class will have 2 staff for up to 14 students and 3 staff for 14 - 18 students.

Pre-School 3 (Age 4-5)

Maximum 22 students, with the last 2 spaces reserved for children who have older siblings joining the main school. Common enrolment stops at 20 students. Other children join a waiting list and are offered places when they are free. Children with older siblings joining the main school go to top of the waiting list. The class will have 2 staff for up to 14 students and 3 staff for 14 to 22 students.

Primary 1 to MYP 3 (Age 5-13)

Maximum 20 students in a class group, with the last 2 spaces reserved for children who have siblings joining the school. Common enrolment stops at 18 children. Other children join a waiting list and are offered places when they are free. Children with siblings joining the main school may go to top of the waiting list, by decision of the Management Board.

Each Primary class has a Form teacher and a Co-Teacher plus subject teachers. MYP and IGCSE classes have a Form Teacher and all teaching is provided by specialist teachers.

Actual class size limits may be lower than 20 or 18 for particular groups depending on classroom allocations. Any lower limit requirement must be proposed by the Form Teacher and approved by the Management Board for a particular class and time period.

IGCSE 1 to IB Diploma 2 (Age 14-18)

Maximum 30 students in a year group, with the last 2 spaces reserved for children who have siblings joining the school. Common enrolment stops at 28 students. Other children join a waiting list and are offered places when they are free. Individual classes are limited to maximum 20 students in a group.

7. Scholarships

BIS has a Scholarship Fund to be used solely for scholarships for gifted but disadvantaged children who cannot meet the School fees. Scholarships are widely advertised and available on an open competitive basis through student examination and assessment of parental wealth and income. The Governing Board establishes clear criteria for availability of Scholarships, student assessment, assessment of parental wealth and income, and application procedures. All criteria and procedures are publicly available via the School website. Any student who is awarded a Scholarship automatically receives a 20% discount on the standard school fee. This discount is made against School operating costs and is not compensated by payment from the Scholarship Fund. The Scholarship Fund may contribute from 20% to 70% of the full school fee (before discount) dependent on assessment of parental wealth and income (i.e. need). Therefore, students on the highest Scholarship award must cover at least 10% of the full fee from their own resources or from individual sponsors, rising to 60% of the full school fee for those on the lowest Scholarship award. Any use of the Scholarship Fund must be approved in advance by the Governing Board, or by a Scholarship Committee established under the Governing Board, which reports on all decisions to the Governing Board.