

Culture 1.1:

(0301-01-0100)



# Elite International School

ADMISSION  
POLICY

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| <b>Contents</b>   | <b>Page</b> |
|---|-------------|
| IB Mission Statement                                      | 3           |
| EIS Mission and Vision                                    | 3           |
| IB Learner Profile Attributes                             | 4           |
| Developing the policy                                     | 5           |
| Capacity  | 6           |
| Criteria For Admission                                    | 7           |
| Admission Documents                                       | 9           |
| School fees   | 10          |
| Admission Process   | 11          |
| DP Additional requirements                                | 12          |
| Change Additional Language                                | 14          |
| Mother Tongue Admission and additional languages<br>in DP | 15          |
| Culture through policy implementation                     | 16          |
| References  | 17          |

## **IB 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.

## **Elite Mission**

Elite International School (EIS) aims to develop citizen leaders who are knowledgeable, open-minded and lifelong learners who will help to create a more peaceful world through the respect and understanding of moral values, own and other cultures and civil responsibility. Our future leaders will contribute nationally and globally to make a positive difference to the whole humanity.

## **Elite Vision**

We strive to build a rich, safe and secured learning environment that inspires the best of every learner. A learning environment that provides 21st century learning strategies, and promotes respect and pride in own values, beliefs and norms. Our future generations will be lifelong learners who are equipped with skills and exhibit positive attitudes to inspire their local and global communities.

## **IB 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.

### **IB learners strive to be:**

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Admission policy for PYP, MYP and DP**

### **1. GENERAL**

1.1. This policy was developed and adopted by the governing body of the school in line with applicable laws. The governing body of the school reserves its rights to amend this policy to the extent that it may at any stage conflict with applicable laws.

1.2. This policy shall at all times be interpreted and applied in a manner that protects and promotes the best interests of all learners concerned.

1.3. For the purposes of this policy, “parent” means the biological parent, legal guardian, and any other person who is legally responsible for the learner’s education and who has the legal authority to apply for admission to the school.

1.4. For the purposes of this policy, a learner will be of compulsory school-going age from the first Pre- School Day which starts from the age 2.6 years.

1.5. All admission applications and related queries should be directed to the Headmaster’s Office.

1.6. All Learners admitted to the school will take part in total school programme academic, sporting, social and cultural.

1.7. All Parents will receive the school ‘Parents Handbook’.

1.8. Parents must sign receiving the handbook which contains the school’s vision and mission, the academic year calendar, school routine, code of conduct agreements and parent- school communications (parents meeting schedule).

1.9. Parents will have to sign all school’s required forms.

1.9.1 Medical form.

1.9.2 Request form for school bus.

1.9.3 Cafeteria Form.

1.9.4 Photography permission Form.

1.9.5 Intellectual property agreement form.

## **2. COMMITMENT TO FAIR PRACTICES**

2.1. The school aims to provide an environment where the race, language, culture, and religion of each learner do not act as unreasonable barriers to him/her accessing or progressing in any aspect of school life.

2.2. The school is committed to ensuring that no form of unfair discrimination against any applicant is practiced during the school's admission process.

### **3. CAPACITY**

3.1. The governing body of the school considered all relevant factors in determining the capacity of the school, including but not limited to the following:

- The number of classrooms in the school.
- The size of each classroom in the school.
- The number of teachers available at the school.
- The financial capacity of the school.
- The need to provide all teaching staff with a common area and a work area on the premises of the school.
- The need for designated work areas for the exclusive use of the school's administration, management and maintenance teams.
- The need to designate space for facilities that support the delivery of quality education at the school, including a library, science and biology laboratories, computer laboratory, art room and music facilities, design room, Robotics Laboratory and Land Gym.
- The need for space suitably developed for all sports, cultural and social activities offered at the school, including sports fields, drama facilities and a school hall.
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- The need for space suitably developed for all sports, cultural and social activities offered at the school, including sports fields, drama facilities and a school hall.

## **4. CRITERIA FOR ADMISSION**

4.1. The selection of learners for admission to the school shall be based on an assessment of the following factors (in no particular order)

4.1.1. Whether a complete admission application has been submitted;

4.1.2. Whether the learner has met the promotion requirements for the grade immediately below the grade to which the admission application relates.

4.1.3. Whether there are places available at the school given the capacity of the school.

4.1.4. Whether the School is able to meet the educational needs of the learner (including but not limited to any special education needs of the learner).

4.1.5. The age of the learner, Learners who are joining pre-k must be older than 2 years and 6 months by October and learners who are joining KG1 must be older than 3 years and 6 months by October.

4.1.6. The willingness of the learner to participate in and add value to all areas of school life;

4.1.7. Whether admission to the school would be in the best interests of the learner given that all learners are required to participate in the academic, sporting and cultural programme of the school and given the need to ensure that,

- The academic aptitude of the learner is appropriate for entry into the particular grade to which the admission application relates;

4.1.8. Whether the learner shows a willingness to work hard to achieve excellence in his academic outcomes.

4.2 Acceptance percentage is 70%.

4.3 An academic consent should be signed by the parent in case of 50-70 % acceptance.

4.4 The admission department is responsible for sending the parents who filled an application and the interested list an email informing them with the date of the school tour.

## **5. CRITERIA FOR SELECTION WHERE THE SCHOOL IS OVER SUBSCRIBED**

5.1. Where the number of applicants exceeds the number of places available at the school or in a particular grade, applicants who meet the criteria for admission.

5 .2. Preference will be given to any learner who has received a scholarship of any kind that is recognized by the school and that is conditional upon him/her being in attendance at the school.

### **Our definition of student well-being**

The World Health Organization defines well-being as “a state in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. Research shows a strong correlation between student well-being and learning, with those who are high in well-being exhibiting greater productivity, creativity and academic achievement. Additionally, well-being enables students to experience positive relationships, develop prosocial behaviors, enjoy physical health and greater longevity, have a sense of freedom and purpose, and experience better physical and mental health.

In other words, well-being is about feeling happy and flourishing in all aspects of one’s life. Since well-being is crucial to academic performance and quality of life, we purposefully nurture it through our social emotional curriculum, pastoral care programme, numerous support systems and our unwavering commitment to embrace diversity.

Additionally, we uphold the universal values of justice, equality, dignity by embedding the UN Sustainable Development Goals across our curriculum, empowering our students in service and environmental initiatives.

### **Learning Support Referrals**

Students currently enrolled in the school can be referred to the Learning Support Team at any time by a parent, teacher or counselor.

## **6. DOCUMENTS AND INFORMATION REQUIRED FOR THE ADMISSION OF A LEARNER**

6.1. All applications for admission to the school must be made in writing and may be submitted by hand.

6.1.1. The school's prescribed application form completed and signed by the learner's parents (a copy of which is attached or available from the school office). In the case of divorced or separated parents who are responsible for the learner's education and who have the legal authority to apply for admission to the school, it is the responsibility of the parent applying at the school to obtain a signed copy of the application form from their divorced or separated partner. Should the written consent of their divorced or separated partner not be required or not be possible to obtain, the parent applying at the school must provide written proof of this fact.

6.1.2 Parents who are applying to join PYP1 and PYP2 are requested to provide:

- Original digital birth certificate.
- Copy of the Parents IDs.
- 6 Personal Pictures of their child/ren.

Parents who are applying to join starting from PYP3 are requested to provide:

- Transferring papers, learners sequence and success certificate
- Original digital birth certificate.
- Copy of the Parents IDs.
- 6 Personal Pictures of their child/ren.

6.1.3. Proof that the learner has been immunized against the following communicable diseases:

- Polio
- Measles
- Tuberculosis
- Diphtheria
- Tetanus
- Hepatitis B

If proof of immunization cannot be provided, parents must seek guidance from the school on how to arrange for the learner to be immunized. Once proof of immunization is obtained and submitted to the school, the application for admission in question will be processed.

6.1.4. A copy of any reports that will assist the school in understanding the educational needs of the learner, including, for example, physiotherapy reports, speech reports, occupational therapy reports and remedial reports.

6.1.5. Proof of the residential address (es) of the learner and both parents.

6.2. Please note that it is an offence to provide false information regarding the age of a child.

6.3. The school reserves its rights to verify all information and documentation supplied by an applicant for admission and reserves its rights to take legal action against any applicant who intentionally provides false information and documentation.

6.4. Learners or their parents who are not citizens of Egypt and who entered Egypt on a study permit may apply for the admission of the learner to the school, provided that all documents listed above are submitted as part of the admission application with a certified copy of any study permit held by the learner.

6.5. Learners who are not citizens of Egypt, who are not in possession of a study permit and whose parents are not in possession of a permit for temporary or permanent residence issued by the Department of Home Affairs or whose parents have been recognized as refugees and are in possession of a permit issued may apply for admission to the School, provided that all documents listed above are submitted as part of the admission application with proof that the parents have taken formal steps to legalize their stay in Egypt.

## **7. SCHOOL FEES**

7.1. School fees payable in respect of each learner admitted to the school shall be determined by the governing body of the school with the approval of a majority of School Board Members.

(A meeting shall be arranged each year by the governing body of the school)

7.2. Where an application for admission to the school is successful and the applicant accepts the place offered, the parents concerned are under a statutory duty to pay the relevant school fees.

7.3. Employees who want to enroll their child/ren in school have 25% discount on the main school fees.

## **8. PROCESS TO BE FOLLOWED**

8.1. The “Application for Enrolment” form must be completed and returned to the school.

8.1.1. The school will consider all admission applications received to determine whether the learners concerned are eligible for admission to the school in terms of the admissions criteria.

8.2. Learners who are eligible for admission to the school must pass the school’s placement test.

8.3. Given the purpose of an interview set out in clause 11.2 above, not all applicants will be accepted depending on placement test results.

8.4. The school will consider all late applications received after the relevant closing date only if all applications received by the relevant closing date have been dealt with and there are still places available at the school.

8.5. The school will inform applicants with their child acceptance to join.

## **9. SEN ADMISSION POLICY**

9.1. Whether the amount of support or special needs that a learner might require (based on the school’s assessment results) can be met by Elite International School, SEN department and a professional Dr. Report must be done by a specialist.

9.2. If needed, the learner and the parents/guardians are asked to meet Elite International School internal counseling Psychologist for several meetings.

9.3. Where an application is successful, the parents/guardians are asked to sign the CODE OF CONDUCT AGREEMENT.

9.4. After being accepted a special differentiated plan will be made based on the Dr. Report and School Counselor.

## **10. DP Additional Requirements**

Elite International School has a policy of conditional entry designed to support academic success, to ensure that students are placed into courses which are both challenging and manageable, and to allow access to the diploma programme for students coming from other educational systems. (The conditions are outlined below)

### **Conditions for entry:**

#### **I. Academic achievement**

##### **A. Internal MYP students**

- A minimum final achievement score of 4 in each of the following subject groups: LANGUAGE & LITERATURE, LANGUAGE ACQUISITION, INDIVIDUALS & SOCIETIES, SCIENCES AND MATHS.
- For DP, choosing the additional language is based on the subject selection process. The IB coordinator and the DP Academic Counsellor will conduct a meeting with the student first to guide him/her to make the right choice. Then a meeting will be conducted with the parents in order to finalize his/her selection, in accordance with the IB Rules and Regulations.
- **Deadlines**  
Choosing the subjects: while students are in MYP 5, during Term 2  
Changing the subjects: 1 week from having started DP 1  
Changing from SL to HL or HL to SL: 1 month after having started the school year

##### **B. External MYP students**

1. A minimum final achievement score of 4 in each of the following subject groups: LANGUAGE & LITERATURE, LANGUAGE ACQUISITION, INDIVIDUALS & SOCIETIES, SCIENCES AND MATHS.
  2. Completion of personal project and service as action requirements
  3. One teacher recommendation addresses behavior, attendance, motivation and Self-discipline.
- For all previous mentioned students if they want to take any of the following courses in higher level (HL) they must have a minimum final achievement score at MYP 5 as the following table:

| <b>COURSES</b>      | <b>MINIMUM FINAL ACHIEVEMENT SCORE</b> | <b>SUBJECTS</b>                        |
|---------------------|--|--|
| <b>ENGLISH A HL</b> | <b>5</b>                               | <b>LANGUAGE AND LITERATURE ENGLISH</b> |

|                     |          |                                       |
|---------------------|----------|---------------------------------------|
| <b>ARABIC A HL</b>  | <b>5</b> | <b>LANGUAGE AND LITERATURE ARABIC</b> |
| <b>MATH AA HL</b>   | <b>5</b> | <b>MATHEMATICS</b>                    |
| <b>BIOLOGY HL</b>   | <b>5</b> | <b>SCIENCES</b>                       |
| <b>CHEMISTRY HL</b> | <b>5</b> | <b>SCIENCES</b>                       |
| <b>BUSINESS HL</b>  | <b>5</b> | <b>INDIVIDUALS AND SOCIETIES</b>      |

### **C. External non-MYP students**

1. Mathematics.
  - A. mathematics skills and concepts test
  
2. English.
  - A. written test (close reading of a passage of fiction)
  
3. Sciences.
  - A. science skills and concepts test
  
4. One teacher recommendation that addresses student behavior, attendance, motivation and self-discipline.
  
5. School transcripts.

### **Changing the additional languages (French or German) in PYP and MYP**

#### **1- In-house students: PYP 8 going to MYP 1**

- Parents wishing for their child to transfer from one language to another will have to sign a consent letter authorizing the required change.
- Parents will be responsible to ensure that their child is tutored during one month.
- During this time, the student will attend the French/German classes as an auditor.
- One month after the beginning of the classes, the students will be given a diagnostic test to assess their current knowledge.
- Based on the results of the test, a decision will be taken whether or not if continuing with the tutoring will still be necessary.

#### **2- Students coming from another school in Egypt or from abroad and never had French or German as an additional language**

##### **MYP 1 and MYP 2**

- Parents wishing for their child to transfer from one language to another will have to sign a consent letter authorizing the required change.
- Parents will be responsible to ensure that their child is tutored during one month.
- During this time, the student will attend the French/German classes as an auditor.
- One month after the beginning of the classes, the students will be given a diagnostic test to assess their current knowledge.
- Based on the results of the test, a decision will be taken whether or not if continuing with the tutoring will still be necessary.

## **MYP 3, MYP 4 and MYP 5**

- Parents will be asked to sign a consent letter ensuring that their child will be tutored during one month.
- During this time, the student will attend the French/German classes as an auditor.
- One month after the beginning of the classes, the students will be given a diagnostic test to assess his/her current knowledge.
- LTC classes will be simultaneously offered to the students.
- Following the results of the diagnostic test, the MYP Coordinator will be asked to provide and develop a plan in accordance with the IB regulations.

## **Mother Tongue Admission and additional languages in DP**

Students who would like to register language A other the ones taught at the school will be able to do language A school supported literature and self-taught SL.

### **II. Interview (internal and external students)**

A. All applicants will be interviewed to determine their level of commitment and ability to take personal responsibility for their learning, as well as their level of oral English fluency. The primary purpose of the interview is to consider the applicant's potential to succeed not only in their individual subjects, but also in the core components of CAS, THEORY OF KNOWLEDGE and THE EXTENDED ESSAY.

### **III. Learning contracts**

A. All candidates must sign a learning contract indicating their awareness of the rigorous nature of the programme and constituting their commitment to meeting its academic deadlines.

B. All candidates must sign an academic honesty contract indicating their commitment to EIS's Academic Integrity policy.

### **IV. Fees**

Fees and regulations can be found on page 10

### **V. Transfer students**

A. Students who transfer from other IBDP schools are welcome.

EIS will work closely with parents and other DP coordinators to ensure as smooth a transition as possible. The criteria outlined above do not determine a candidate's eligibility on their own, Individual circumstances and student interests are also taken into account.

MYP students, both internal and external, for example, may be required to take a skills and concepts test if doing so would help place them in a more suitable level.

EIS's Special Educational Needs and Language policies outline our philosophy on making the Diploma Programme as accessible as possible given the financial and professional resources available.

## **IN ALL ADMISSIONS CASES, THE HEAD OF SCHOOL MAKES THE FINAL DECISION.**

### **Purpose of Admission Policy**

- To ensure that the school gets the maximum admissions possible without making compromises.
- To have a fair and transparent policy for all parents
- To make the admission process easy for all stakeholders

### **Connection with Learner profile attributes**

**Inquirers:** The admission policy aims to identify students who exhibit a strong sense of curiosity and a passion for learning. This is evaluated by reviewing their academic history, participation in extracurricular activities, and their interview responses that highlight their eagerness to explore new ideas and ask thoughtful questions.

**Knowledgeable:** The school examines the student's academic history, followed by interviews to understand their knowledge base and critical thinking skills. Applicants are expected to demonstrate a broad understanding of various subjects and a readiness to engage with complex global issues. The policy involves evaluating previous coursework, standardized test scores, and any additional academic accomplishments or projects.

**Principled:** The school aims to act with integrity, honesty, and a strong sense of fairness and justice during the complete admission process.

### **Culture (03)- Culture through policy implementation (0301)**

The school secures access to an IB education for the broadest possible range of students. (0301-01)

The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100) The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

**PYP 1:** The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)

**PYP 2:** The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)

**MYP 1:** The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)

**DP 1:** The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)

**DP 2:** The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

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