

SECTION 20
ADMISSIONS POLICY

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20.1 Policy Context

The International School of London Qatar operates within Qatar and under the guidance and parameters of the Ministry of Education and Higher Education (MOEHE) in Qatar. As an International Baccalaureate (IB) School, we are authorized to offer educational programmes in accordance with the published IB standards and practices and accompanying programme requirements. In addition, the school is a member of the Council of International Schools (CIS), and accredited by the New England Association of Schools and Colleges (NEASC) and must comply with the NEASC standards for re-accreditation every five years.

20.2 Inclusion and Admissions Policy ISL Qatar

Students enrolled at ISL Qatar will have equal opportunities to access the academic curriculum that meets their needs, to take part in co-curricular activities and to take part in the full life of the school. The school will endeavour to meet the needs of each individual so that they benefit fully from the education they receive, and achieve their full potential. The school aims for a policy of inclusion, and we will seek to provide an education for any child who we determine can benefit from enrolment at ISL Qatar. However, we acknowledge that in certain cases i.e. students with significant academic or physical needs, we may not be able to provide the support a student requires with the resources that are available to the school. In these cases, admission to the school may be declined.

Education at ISL Qatar is holistic, aiming to support the growth of the child in all aspects, including personal and social development. All employees of ISL Qatar play a role and share a responsibility in this regard. We recognize the importance of establishing a constructive, working partnership between the school and the parents, and the building of student self-esteem to help them realise their own potential.

The student and staff population at ISL Qatar is culturally and linguistically diverse and great importance is placed on promoting international mindedness and intercultural understanding within the curriculum and various activities and school events.

20.3 Admissions

Equality of opportunity applies to all members of the school community and is based on the core values expressed in the school's mission statement. The School accepts children without discrimination of gender, religion, race, sexuality or nationality. Upon receipt of the required and fully completed documentation, admission to the School will be determined by the Admissions Committee, with the advice, where required, of the specialist teaching staff, based on information obtained with respect to:

- The capacity of the School.
- The capacity of the School to meet the educational needs of the applicant.
- The potential of the applicant to benefit from the learning experiences that ISL Qatar can provide.
- The eligibility of the student to reside and study in Qatar.

Applications for admissions will be considered in chronological order, according to the date of application. Students are assigned to classes primarily on the basis of age (see Grade Level Placement in Appendix 6) and according to the MOEHE guidelines (Ministry of Education in Qatar equivalency table of different curriculums, see Appendix 7). However, factors such as previous reports, assessment/interview results, physical and emotional development and other relevant details are also considered. The final decision rests with the Admissions Committee. If in the judgement of the Admissions Committee, an applicant meets the criteria described above, and space is available, acceptance may be offered. The conditions of acceptance will be clearly stated. Students that were previously accepted, enrolled or waitlisted but did not join ISL Qatar will be reassessed one year after the initial assessment took place. The Admissions Committee reserves the right to deny admission to any applicant reassessed if there were reasons to believe that it is in the best interest of the applicant. All documentation (latest nursery / school report and teacher recommendation form) should be updated and submitted in the applicant's portal. The School also reserves the right to postpone admission if the maximum class capacity has been reached in a particular grade level. In this case, the successful applicant is placed on a waiting list. It is the decision of the parents whether their child/children will remain on the waiting list after the re-enrolment process for current ISL Qatar student's ends, and if still there is no available seat. When capacity allows the enrolment of a new applicant, the Admissions Committee will select and accept a qualified applicant from the waiting list, according to various different factors (age, gender, nationality, personal development etc.) that affect the dynamics of the current grade of ISL Qatar and not according to the date of placement in the waiting pool. Priority is provided to those who have already have siblings in the school, and to the children of members of ISL Qatar staff.

20.4 Required Documentation for Admissions

The following documentation needs to be submitted for an application to be considered complete and for the Admissions Officers to review it:

- Online application with one passport-size photo.
- Passport copy of the applicant, and the parent or guardian.
- QID (Residence permit number) of applicant (if applicable).
- Vaccination card copy.
- Evaluation fee of QAR 530 (for Grades 1-12). The Evaluation Fee covers administrative costs only and does not guarantee a place in the school.
- For Grade 3 to Grade 12: School reports for the previous two years and reports of the current year.

- For Early Childhood to Grade 2: Current or previous school (nursery) report if available.
- The results of any and all standardized testing, including educational evaluations or other medical reports.
- Completed Teacher Reference Form (online in student's portal and for all Grades).
- For Secondary Students: Head of Secondary online recommendation form (online in student's portal). A Letter of Recommendation from the Head of School or Principal, submitted on headed paper and stamped. This letter should address the applicant's overall academic ability, any specific ability or learning need and behaviour.
- For Grade 9,10,11 and 12 applicants: Please upload the latest transcripts.

Incomplete applications of over 1 month will be archived. Student's applications, that do not show up on their scheduled assessments without prior notice, will be archived after 3 days.

20.5 Grade Placement

To enter Early Childhood 1 (EC1) the child must be aged at least three years by September 30. Where it is considered to be of benefit to the student, they may be placed in a grade than that requested. For students who are already in Qatar and registered in the registration system of the Ministry of Education in Qatar placement will be decided according to the Ministry's equivalency (see Appendix 7 – MOE equivalency table) of the curriculum that the student is coming from with the IB curriculum. For students that come from abroad and applying for Grade 2 and up placement will be decided according to the equivalency table (see appendix 7) of the Ministry of Education in Qatar.

20.6 Learning Support at ISL Qatar

Learning Support ISL Qatar has a specialist Learning Support Team that supports students with a range of academic, emotional and language needs. Parents of applicants with a specific need must submit complete reports with the application, these may include Individualised Education Programs (IEPs), Educational Psychologist reports, Occupational or Speech and Language reports. The school will only admit students whose specific academic, physical or other learning needs can be provided for by the existing resources and personnel at the school. Students who require additional Learning Support may be admitted if it is believed that the school can offer an appropriate level of support and that the child can be placed in the regular mainstream classroom.

When reviewing the application of a student with specific needs, the Admissions Committee will consult with the Learning Support Specialists. Students may be admitted pending agreement to engagement in a programme of additional support, e.g. Individualised Education Plan, counselling, and other kinds of learning support as appropriate, which may incur additional fees. In the case where a specific need has not previously been identified, the school reserves the right to review the situation in order to assess the appropriateness of the student's presence in the school based on our capacity to address their needs.

20.7 English as an Additional Language (EAL)

As part of the admissions process, some applicants to the school are designated for EAL testing prior to being offered acceptance. In these cases, the admissions department will notify the EAL staff in order to set up an appropriate time for administering the WIDA assessment. Upon completion of the assessment, the test administrator will promptly email the results to admissions and include a short commentary of the student's disposition, ability to sit the test, and an early determination of whether the student, if accepted, would be likely to require EAL support.

20.8 Reserving seats and payments

Once a candidate is accepted academically, and according to availability of seats, an email will be sent to parents with an enrolment offer. The offer has to be signed electronically and payment has to be made within 5 (calendar) days after the offer date. Where there is no payment made, or proof of payment offered, the offer will be withdrawn and the application will be archived.

20.9 Re-enrolment of students

Student re-enrolment should be completed for each Academic Year and parents should inform the school of the students intention to continue studying at the school. The school will seek confirmation and communicate deadlines by which re-enrolment fees should be received. If re-enrolment information is not received within these deadlines student places cannot be guaranteed for the following Academic Year.

20.10 Entrance Requirements to the full IB Diploma Programme

In order to be admitted to the full IB Diploma Programme, students must acquire subject-teacher recommendations for the subjects and levels selected AND meet the entrance requirements for G11. Please note that students who fail to meet the entry requirements will be required to repeat G10 should they decide to stay at ISL Qatar.

In order to progress into G11, students must meet the following requirements:

IB Diploma Entrance Requirements:

- Attendance of at least 90%.
- A total of a minimum of 33 points out of a total of 56.
- A total of at least 15 points from those subjects that students have elected to study at Higher Level (see exceptions below).
- A total of at least 11 points from those subjects that students have elected to study at Standard Level (see exceptions below).
- At least a grade 4 in the Personal Project.

- Completion of the Service as Action programme to the satisfaction of the school.
- Subject teacher recommendations for all chosen DP courses submitted on headed paper and stamped.
- A successful interview with the DP Leaders.
- At least a grade 4 in a Language and Literature course.

Exceptions (Higher Level):

Science

Students who wish to study two sciences at Higher Level will be required to achieve a Grade 6 in both their MYP science courses. In such cases, a total of at least 17 points is required from those subjects that students have elected to study at Higher Level.

Mathematics

Students who wish to study Higher Level Mathematics, will need to achieve a Grade 5 in MYP Extended Mathematics or a Grade 7 in MYP Standard Mathematics. In the latter case, a total of at least 14 points is required from those subjects that students have elected to study at Standard Level.

Exceptions (Standard Level):

Mathematics

All students must take Mathematics at either Standard or Higher Level. To gain entry to the Standard Level course, students must achieve at least a grade 4.

Please note that acceptance onto the full Diploma or any of the Diploma courses is at the discretion of the Head of Secondary.