



Nagoya International School

Admissions Policy

Section 1: Introduction

Purpose:

This policy is aligned to the delivery of the mission and the guiding statements. It serves to ensure that NIS is able to welcome students and families who can benefit from and access our mission and guiding statements as delivered through the medium of our IB programmes.

As an IB school, this policy serves to ensure that students who can benefit from the IB programmes we offer can have an equitable opportunity to access NIS.

Relationship to the NIS mission and guiding statements:

This policy is designed to ensure that we admit students in full alignment with our commitment to ‘who we serve’ as articulated in the guiding statement as follows:

NIS serves internationally-minded students and their families, providing an inquiry-based, whole-child educational approach for students in preschool through grade 12. In order to serve our students, our expectation is that all community members embrace our Mission and value diversity and inclusion. As a non-profit, inclusive school, NIS makes the best use of our community resources to support our learners reflecting the complex dimensions of diversity including language, nationality, race, ethnicity, gender identity, ability, socioeconomic background and neurodivergence. NIS accepts those students that we have the capacity to support to ensure that each student has the ability to achieve our Mission.

(NIS Guiding Statement - ‘Who We Serve’, June 2023).

Scope:

This policy sets out the parameters and design principles that inform practice within this policy area across the school. It restricts itself to the admissions journey for new families. However when reviewed it should be considered alongside other policies pertaining to student retention, credits, graduation and promotion, special needs and inclusion, student support and EAL and related staffing, as well as the standards and practices of the IB and CIS.

Review:

The Curriculum Leadership Team, Admissions office and Student Support departments should collaborate in the review of this policy on a regular basis, meaning at least once every 4 years, and may involve other stakeholder input as they deem appropriate at that time.

Section 2: Key Principles of Admissions

Admissions at NIS is guided by the following six core design principles:

1. **Purpose:** As a community school, NIS strives to accept students who can benefit from our mission, embrace our guiding statements and access our IB curriculum (or HSD as applicable). The policy should serve to meet these aims.
2. **Accountability:** The reasons why families/students may or may not be eligible to be accepted for a place at NIS (or in the wait pool) should be transparent and the school accountable to stakeholders for the policy and its operation
3. **Criterion-based:** Since places at NIS are limited, since not all applicants will be able to access the curriculum due to reasons of language or other barriers and since NIS resources to support students with specific needs are limited, the school will operate a criterion-based admissions policy
4. **Non-Discrimination:** While the policy will be criterion-based in order to ensure that families are admitted who the school can support to succeed in the mission, those criterion will be inclusive in nature and will be non-discriminatory with regard to home language, race, culture, nationality, gender, gender identity, sexual orientation, religious or political persuasion or any other factor.
5. **Contextually-Bound:** In operating a criterion-based, non-discriminatory admissions approach, this policy will be bound by local laws and contexts. This means that the policy may set a higher criteria for students who have alternate local educational options and also may prioritize applicants whose families are already a part of the NIS community as siblings, staff students or alumni.
6. **Dynamic:** Since NIS needs to continually assess the extent to which it is serving the students it admits, this policy should be subject to regular review involving appropriate stakeholder input

Section 3: Key Principles in Action

A. Admissions Criteria

While the admissions process at NIS is guided by an inclusive philosophy, the needs of each applicant are considered carefully while also evaluating the ability of the school to deliver equitable access to the mission for all enrolled students. Applicants must have an interest in our school mission and philosophy, present an ability to succeed within our curriculum, be sufficiently mature for their age, and have an appropriate level of English language proficiency.

Family Alignment with the Norms, Values and Expectations of NIS

Applicant families are required to engage with the admissions process in a manner which is transparent, truthful and sincere so that a partnership of success for their child can be established between home and school. If it is shown that a family has not acted in good faith during the application process the school reserves the right to refuse admission. In extreme cases, when the student has already started school, the school also reserves the right to require a family to withdraw when it is evidenced that the family has not been honest in their application process and this is hindering the ability of the child to be successful in the school.

Age Requirements

The age cut-off for NIS grade placement for all grades is September 1. Students are placed in the grade with their age level peers. The age cut-off dates for for each grade are below:

ELC Preschool & Kindergarten (Primary)

- ELC-3 applicant must be 3 years old by Sept. 1 of the current school year
- ELC-4 applicant must be 4 years old by Sept. 1 of the current school year
- ELC-K applicant must be 5 years old by Sept. 1 of the current school year

Elementary School (Primary)

- Gr. 1 applicant must be 6 years old by Sept. 1 of the current school year
- Gr. 2 applicant must be 7 years old by Sept. 1 of the current school year
- Gr. 3 applicant must be 8 years old by Sept. 1 of the current school year
- Gr. 4 applicant must be 9 years old by Sept. 1 of the current school year
- Gr. 5 applicant must be 10 years old by Sept. 1 of the current school year

Middle School (Secondary)

- Gr. 6 applicant must be 11 years old by Sept. 1 of the current school year
- Gr. 7 applicant must be 12 years old by Sept. 1 of the current school year
- Gr. 8 applicant must be 13 years old by Sept. 1 of the current school year

High School (Secondary)

- Gr. 9 applicant must be 14 years old by Sept. 1 of the current school year
- Gr. 10 applicant must be 15 years old by Sept. 1 of the current school year
- Gr. 11 applicant must be 16 years old by Sept. 1 of the current school year
- Gr. 12 applicant must be 17 years old by Sept. 1 of the current school year

Academic Readiness

NIS is an inclusive school and strives to provide the most effective support possible for our students. NIS is able to provide in-class differentiation, small group instruction and 1:1 academic support to our students. NIS will not grant admission to students who demonstrate significant difficulty accessing our curriculum even when direct support is provided. Additionally, admission can not be granted when Student Services is at maximum capacity to ensure equitable and effective support to all current students at NIS.

The criteria for academic readiness will differ for students seeking access to the IB diploma verses those who pursue the High School Diploma (HSD) via other pathways to ensure all students have the potential to be successful in the programmes into which they are accepted.

Behavior, Social Skills and Well-Being Readiness

Admission will not be granted to students whose behavior and/or emotional needs are such that they may pose a risk to themselves or others in a way that the school cannot support. Specific entry criteria may be applied in the case of ELC Preschool & Kindergarten students to ensure that they are at a developmentally appropriate level of readiness to start school.

English Language Readiness

The curriculum at NIS is taught through the medium of English and English is our common language. While we value the development of all languages for our multilingual community, the school requires specific levels of English proficiency for admissions which are outlined below. All applicants should have a resident English-speaking parent/guardian who is capable of communicating with teachers and school representatives in English, or, in the case that neither parent has adequate English proficiency, those parents must commit to supporting English language acquisition and finding their own language support in order to engage with the NIS community as parents.

Specific criteria for applicant students are as follows:

- **English Language Criteria for Gr. 1-11 applicants who have alternate public school options locally:** For these candidates, who could enroll in local public schools, the expectation for enrollment into NIS is that these applicants have a grade-level equivalent of English proficiency.
- **English Language Criteria for applicants for whom no public school options in their home language exist:** For these candidates, who would most likely not be able to enroll in local public schools, the expectation for enrollment into NIS differs for Primary and Secondary applicants.
 - **Primary School Applicants (with no local public school options):** There are no English language requirements for admission into the Primary School grades, however, the school reserves the right to refuse an application if there are not adequate resources available for additional students in a particular grade.
 - **Secondary School Applicants (with no local public school options):** The following English Proficiency guidelines are for those applicants seeking admission into Middle and High

School, and are based on the WIDA language scales. Students require these minimum English proficiency levels in order to access the learning and be successful at the school.

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|---------------|-------------------------------|
| ■ Grades 6-7 | = Level 2 |
| ■ Grades 8-9 | = Level 3 |
| ■ Grade 10 | = Level 4 |
| ■ Grade 11/12 | = DP - Level 5, HSD - Level 4 |

The criteria for academic readiness will differ for students seeking access to the IB diploma verses those who pursue the High School Diploma (HSD) via other pathways (as noted in the WIDA levels above) to ensure all students have the potential to be successful in the programmes into which they are accepted.

B. Testing

NIS operates two types of testing as a part of its admissions process. In the case that admissions criteria need to be evidenced prior to an admissions decision being confirmed, then **Entrance Testing** is conducted. In the case that a decision on admissions can be confirmed but the school needs additional information before making a decision on grade or course placement, or additional support that may be required, then **Placement Testing** will be conducted.

- **Entrance Testing:** All applicants deemed to require **Entrance Testing** to determine admissions eligibility (either English Language testing or Special Needs Assessments) must complete the testing process which will usually also include an admissions interview. For those students who are not able to physically come to the school campus for screening, online testing may be an option but usually onsite testing is the only option. In some cases, families may be asked to arrange for testing prior to applying.
- **Placement Testing** Sometimes the school may conduct **Placement Testing** for certain subjects or areas of the curriculum, or to assess the learning or language needs of the student, depending on the applicant's background. Placement Testing could be utilized to help determine a grade placement, additional support or a subject level placement.

C. Admissions Capacity

While NIS is an inclusive school, the school must maintain a balanced level of support for all our students. NIS must consider the academic, social-emotional and behavioral needs within our currently enrolled student population. NIS must place a limit on the number of students with academic difficulties within each grade level to prevent under-serving student needs. At this time, the maximum capacity for each grade level is:

- No more than 20% of students may have a diagnosed or otherwise documented learning difficulty requiring support from an NIS Inclusion Specialist.
- No more than a maximum of two students within the 20% will have severe academic or social emotional, behavioral difficulties. The school may require external testing for such students or a 1:1 academic support which requires additional funding by the parents.

- No more than 20% of students may have EAL needs requiring Tier 3 support from an NIS EAL teacher

D. Admissions of Students who do not meet all Entrance or Placement Criteria

At the discretion of the Head of School, upon the recommendation of the Principal, students may be admitted who do not meet all of the admissions/testing criteria. Consideration will be given to the age of the student, past academic performance, personal circumstances, the grade cohort, and capacity of the EAL and Inclusion Teachers. Students may be required to agree to conditional acceptance requirements and/or additional expenses associated with the offer of enrollment.

E. Admissions Priority

In the event that class enrollments become full, and there is no space for a qualified applicant, their application will be placed in a Waitpool. The order of preference for space is by the categories below (in order of priority):

1. Re-enrolling of currently enrolled students
2. Siblings of a current/existing student
3. Staff children
4. Returning NIS students (*a student who has withdrawn, continued their studies in an English-language curriculum somewhere else, and wishes to re-enroll in a later year*)
5. Siblings of a past student / Children of NIS alumni
6. New Expatriate students
7. Transferring students from a Partner Preschool
8. Transferring students from a different JCIS school
9. New local families

F. Types of Acceptance

Full Acceptance

Applicants who have evidenced meeting the entrance criteria in full are offered full acceptance which is confirmed by the family on the completion of any necessary paperwork and the payment of required fees.

Conditional Acceptance

Conditional Acceptance is an acceptance with specific conditions, agreements or academic/well-being milestone targets that may be offered with conditions that are required to be met by either the student and/or the parents. This allows the school to give a placement offer to an applicant who may require additional parameters to ensure that they will succeed in the curriculum, but the school feels that certain achievable targets are necessary to be put in place in order to monitor their process. Failure to meet the conditions of a Conditional Acceptance offer may result in the offer of enrollment being withdrawn.

G. Appeals Process

If parents disagree with the outcome of the Admissions process, parents can appeal the decision within 10 school days, following the school's grievance policy, a copy of which is available to any applicant family on request.

H. Non-Discrimination and Equal Opportunity

NIS does not discriminate against individuals on the basis of race, color, creed, gender, sexual orientation, religion, or national and ethnic origin in the administration of its admission policies, educational policies, scholarships, and other school-administered programs. The NIS admissions process is designed to ensure we admit only those students who we can serve and who can access our curriculum and mission and this means that acceptance is not guaranteed to any applicant family. These decisions are made, however, in a manner that does not discriminate against individuals.

The admissions process is run in such a manner as to support inclusivity to the best of our capability. Families or students in need of specific support to access admissions materials or to access campus, for example support for those with vision or hearing impairments or barriers, will be accommodated. While NIS collects personal data regarding gender, language and ethnicity, these data are used solely to support the family and the success of the child; the family is empowered to provide data which includes, but goes beyond, definitions and dimensions of identity that may be found on a passport or official government documentation, for example gender expression that may differ from the passport gender.

I. Confidentiality and Data Protection

NIS values the data security of each individual in our community, and to the best of our ability, all data gathered within the admissions process is treated with the utmost care in accordance with the relevant laws on data privacy and data protection and in accordance with our Data Privacy policy.

J. Entrance Admissions Interview/Entrance Orientation Meeting

After the Admissions application and materials have been reviewed by the Admissions Office, either an Entrance Orientation Meeting (in the case that acceptance can be confirmed) or an Entrance Admissions Interview (in the case that acceptance cannot yet be confirmed) will be scheduled with the applicant and applicant's family.

- **Entrance Orientation Meeting:** An "Orientation Meeting" with the Principal is the last step of the admissions process for families whose child has been accepted for enrollment and must be completed prior to enrollment start. Applicants eligible for an Orientation Meeting will either have been previously accepted and offered an enrollment place and registered to start, or will have been deemed to be a qualified applicant who requires a meeting with the Principal (and possibly others) to discuss grade placement or any other transition concerns prior to enrollment start. The applicant and parent/guardians are both expected to join. The meeting is preferred to be held in person, on campus at NIS, but could also be conducted online in special circumstances. The meeting is conducted in English and families can bring a translator if they

wish. Applicants must have submitted all of the admissions materials and completed any necessary testing or assessments deemed necessary by the Admissions Office to be eligible for an Entrance Orientation. Placement testing in some subjects or further consultations for support may be required either prior to enrollment start or after enrollment, as determined by the Principals.

- **Entrance Admissions Interview:** An "Admissions Interview" with the Principal and/or the Director of Admissions (and possibly others) is a meeting for applicants and their families to support the school on making a final decision as to whether or not a student can be accepted for enrollment to NIS. The interview will be an opportunity to explore matters such as mission-appropriateness, program/community fit, future academic potential, English-language proficiency, IB-readiness, parent/family commitment, etc. An Admissions Interview may be preceded by testing and/or result in testing or further consultation. The applicant and parents/guardians are both required to join. The meeting is conducted in English and families can bring a translator if they wish. Applicants must have submitted all of the admissions materials and completed any necessary testing or assessments deemed necessary by the Admissions Office to be eligible for an Admissions Interview.

Applicants who have completed an Admissions Interview and deemed to be qualified for enrollment may also need to have an additional Orientation Meeting.

K. Application Process

Applications for admission are accepted throughout the year, and students can enroll at any time, depending on availability, through grade 11. Applications are not accepted for students intending to enroll in grade 12.

Applicant families are encouraged to review the NIS Admissions Policy, school mission and Guiding statements before considering applying. The application is online, and once a family has applied, all other required documents and materials can be submitted within the online Admissions Portal. Applicants will be considered only after all required materials are submitted.

Applying families must disclose all information necessary to support the school in caring for the learning and well-being of your child. This includes all existing diagnostic and support documents, medical information, emotional health information, information about specific learning needs and any other information that may be relevant to staff in caring for the applicant. Such information must be disclosed during the admissions process and as necessary if enrolled during the period of the applicant's continued enrollment. Any false statements made in the application form or any of the supporting documents or at any time hereafter may be grounds for denial of admission or a requirement that the student withdraw from NIS.

The Admissions & Development Office coordinates the admissions process. If newly applying students are also applying for scholarship consideration, they must complete that separate application as well,

including an additional interview. The Admissions & Development Office coordinates any admissions testing (EAL or other), if required.

After the admissions and admissions interview process has been completed, the school will determine eligibility, grade placement, whether additional support is needed, and whether or not we are confident that the applicant can maintain satisfactory progress. Either an Orientation Meeting or Admissions Interview will be scheduled with one of the Principals. The interview is conducted in English and it is expected that both parents attend. Parents can bring a translator if needed.

After the admissions process has been completed, the Admissions Office will contact the family either by email or telephone as soon as a decision is made by the Principal.

Section 4: Roles and Responsibilities

This section outlines the roles and the responsibilities of the various stakeholders at NIS in relation to assessment and this policy.

4A. The school administration, admissions office, student services leader and leadership will;

1. Implement the policy for each applicant family with fidelity
2. Ensure that the policy review cycle is maintained

4B. NIS staff will;

1. Cooperate in the administration of this policy as appropriate
2. Cooperate in the ongoing review of this policy as appropriate

4C. Applicant Students and Families will;

3. Cooperate with the spirit and detail of this policy in full

Section 5: Alignment to External Standards & Practices

IB Programme Standards & Practices 2020

- Culture 1.1: 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)
- Culture 1.2: 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)
- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

CIS International Accreditation - Evaluation Framework

- A6: The school's approach to admission in its admissions procedures is aligned with its guiding statements
- D2: There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes
- E5: The school provides active support for students and families in transition in and out of the school as well as between divisions within the school through appropriate information, programmes, counseling and advice, drawing upon local agencies and expertise when needed

Section 6: Glossary

1. **Orientation Meeting:** A meeting held for students who have already been admitted to NIS in order to support their smooth transition to NIS
2. **Admissions Interview:** A face to face meeting held before a final decision on whether or not a child can be admitted to NIS is made
3. **Admissions Testing:** Testing that is carried out as the part of the process to confirm whether or not a student can be accepted to NIS
4. **Placement Testing:** Testing that is carried out in order to confirm the precise course or grade level placement of a student who can be accepted to NIS