

American International School of Yaoundé



Admissions Policy

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Vision, Mission and Core Values

Our Vision

We empower students to excel, to embrace their individual passions, and become engaged, caring, fulfilled global citizens who will positively impact society.

Our Mission



Core Values

Growth: We value and support the holistic growth of all members of our community
Diversity: We value the diverse abilities, identities, and cultural backgrounds of all people
Service: We value a culture of altruistic service and empower each other to affect positive change in partnership with our local and global communities.

International Mindedness

International Mindedness at ASOY is a celebration of diversity, a cultivation of empathy, and an engagement in local and global issues of importance.

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Introduction

Admission to the American School of Yaoundé is open on a non-discriminatory basis to all students, regardless of race, creed, colour, gender, religion, national origin, ethnic background, or philosophy. Students of all nationalities are welcome to apply, including those not yet fluent in the English language as outlined in this policy; however, students are required to meet the academic standards required to earn a high school diploma.

Students will not be considered for admission until the application for admission, previous school records and recommendations, relevant healthcare documents, and the registration fee have been submitted. Admission is considered based on the following:

- Review of previous school records
- Recommendation of previous teacher/counsellor
- Age of student
- Years of schooling successfully completed
- Level of English proficiency, particularly in high school
- Evidence of student's ability to succeed at ASOY

Final admission decisions are at the discretion of the Director, in collaboration with the Counselor. Students will not be allowed to start school until all required documents have been submitted, including previous school records, grade reports, immunization records, health records such as recent audiological assessment(s), vision tests, and speech-language pathology reports.

Students Transferring from Other Schools

All students transferring from other schools must provide accurate school records at the time of admission. Grade reports and/or transcripts must be translated into English. ASOY reserves the right to deny admission of students dismissed from other schools for academic, disciplinary, or other reasons. Families falsifying records or failing to provide accurate information at the time of registration will be denied enrolment and/or continuation of attendance.

Early Childhood and Elementary School Placement

Children entering the Early Childhood and Elementary Programs must be the following designated ages by September 1 of the current school year:

- Pre-K 3: 3 years old by September 1
- Pre-K 4: 4 years old by September 1
- Kindergarten: 5 years old by September 1
- First Grade: 6 years old by September 1

There are no exceptions to the birthday cut-off dates. However, children who turn 3 may apply to attend Pre-K 3 for the first or second semester of the school year. Such children, if accepted, 4

would not move to Pre-K 4 the following year but would begin Pre-K 3 again in the fall along with their same age peers. Parents are required to sign an agreement agreeing to this policy.

ASOY believes that students should progress to the next educational level based upon their individual readiness. Therefore, the decision to continue a child in their educational journey is based upon a thorough evaluation, by the classroom teacher and possibly others in school, rather than being based solely on the completion of an academic year.

New Middle and High School Students

Students joining ASOY in middle and high school (Grades 6 to 12) are expected to be of appropriate age for a specific grade level and to have successfully completed the appropriate years of schooling. Decisions regarding grade placement are based on academic achievement; teacher recommendations; years of successful schooling; age; records from the previous school; placement tests; English language proficiency; physical, social, cognitive, and emotional growth and development; consultation with parents and teachers; and the appropriateness of the school program for meeting student needs.

The American school system includes Middle School - Grades 6 to 8 (ages 11-14), and High School - Grades 9 to 12 (ages 14-18). Middle and high school students transferring from other schools are required to provide accurate school records, in English and with a grading key, for the previous two years of schooling. Applicants for Grades 10 to 12 must also provide an official high school transcript. ASOY reserves the right to deny admission to students dismissed from other schools for academic, disciplinary, or other reasons. Students falsifying records or failing to provide accurate information at the time of application will be denied enrollment and/or continuation of attendance.

Students with Limited English Proficiency

Children in the Early Childhood Program (Pre-Kindergarten, and Kindergarten) with limited or no English skills receive no formal English Language Learners (ELL) instruction due to the natural ability of children to easily learn language through classroom games and activities. For students in Grades 1 through 10, ELL support is supplemental to the regular program (see Language Policy and Inclusion Policy). The need for ELL services will be determined through

any of a number of criteria as deemed necessary by the ELL coordinator and can include an English language proficiency assessment (listening, speaking, reading, and writing), a face-to-face or virtual interview with the ELL coordinator, a writing sample, and/or grades in English from a previous school.

High school students, with limited or no English proficiency, may receive up to two English credits for ELL courses; however, students must successfully complete at least two years of regular English in order to receive a high school diploma. It is expected that high school students in Grades 11 and 12 are proficient in English and are able to attend regular classes with no ELL support. Students in Grades 9 and 10 who require additional ELL services will receive structured support based on their level of English proficiency in the four language domains: listening, speaking, reading, and writing. ELL students may be advised to employ a tutor outside of school hours or to complete regular online practice such as IXL. Unless under exceptional circumstances, high school students with limited or no English proficiency should

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enrol by Grade 9 in order to successfully complete coursework required to meet graduation requirements. English mastery is essential to successfully meet the academic standards to earn a high school diploma.

Students with Learning Challenges

Students with learning difficulties will be considered for admission on an individual basis (see Inclusion Policy). The Director, in collaboration with the Student Support Team (SST), maintains discretionary authority for the admission of students with learning and/or other difficulties, based on the extent to which the school program can meet student needs within available resources. Parents are responsible for arranging an evaluation and for submitting all assessment results, evaluation reports, and previous school records before admission is considered. All reports must be translated into English prior to submission for consideration as part of the student's record.

ASOY is able to support students with mild learning difficulties or disabilities. The Learning Support department works with teachers to develop and implement appropriate accommodations. The curriculum is not modified for Upper School students.

It is important to note that there are limited to no English-based external support services available in Yaoundé. Some families develop clinical relationships with specialists who are willing to work with students at a distance. Based on past experience, with few exceptions, families need to travel outside the country to perform and update psycho-educational evaluations.

Students requiring Learning Support services are charged an additional fee (please see tuition fees).

Gifted Students

The ASOY community aims to develop internationally-minded, inquiring, knowledgeable, and caring young people who are motivated to succeed. The IB gives students distinct advantages by building their critical thinking skills, nurturing their curiosity, and cultivating their ability to

solve complex problems. ASOY believes that equal access to the curriculum for all students is promoted through differentiation. Through differentiated learning experiences, students who are gifted can be challenged and excel to reach their full potential. 'If, as teachers, we increase our understanding of who we teach and what we teach, we are more likely to be flexible in how we teach' (Tomlinson and Eidson, 2003).

References

Tomlinson, C. A., & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades K-5*. Alexandria, Va: Association for Supervision and Curriculum Development.