

Admissions Policy & Procedures

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1 MISSION AND OBJECTIVES

The school welcomes students for whom it is felt we offer the best possible provision and circumstances for them to prosper in accordance with the school's mission and objectives and the family's expectations.

Bordeaux International School Mission and Aims / Mission et Objectifs

Bordeaux International School, run by an educational cooperative*, offers a caring, multicultural, academic environment where students become bilingual independent thinkers, active learners and responsible global citizens.

Bordeaux International School, établissement coopératif SCOP*, propose un environnement académique bienveillant et multiculturel dans lequel les élèves deviennent des esprits bilingues indépendants, des apprenants actifs et des citoyens du monde responsables.

1. Lifelong learning / **Formation tout au long de la vie**

- To encourage students to become **lifelong learners** who are curious, can **think creatively, reason critically**, and work both **independently** and **collaboratively**.
- Encourager les élèves à devenir des apprenants curieux, créatifs et critiques sachant travailler de façon autonome et collective.

2. Communication / **Communication**

- To help students improve their level of fluency **in at least two languages**, and to ensure they can express themselves **confidently** and **communicate effectively** with people of different nationalities.
- Amener les élèves à un niveau d'aisance dans au moins deux langues. S'assurer qu'ils peuvent s'exprimer avec confiance et communiquer de manière efficace avec des personnes de différentes nationalités.

3. Diversity / **Diversité**

- To promote **open-mindedness, tolerance** and an **appreciation of diverse cultures**, traditions and values, and to nurture our ability to **respect** the dignity and rights of people everywhere.
- Promouvoir l'ouverture d'esprit, la tolérance et l'appréciation des cultures, traditions et valeurs. Cultiver le respect de la dignité et des droits des individus.

4. Knowledge / **Savoirs**

- To enable students to reach a level of **academic achievement, knowledge and understanding** which prepares them for a **successful future** in continued education or in the global workplace.
- Former les élèves à un haut niveau de savoirs et de connaissances académiques qui leur permette de réussir dans leurs études à venir ou dans leurs projets professionnels, où qu'ils soient.

5. Global Citizenship / **Citoyenneté**

- To encourage students to engage a **sustainable lifestyle**, to develop an understanding of world issues, and to inspire them to become **responsible global citizens**.
- Encourager les élèves à s'engager dans un mode de vie durable, à développer une compréhension des enjeux du monde actuel et à devenir des citoyens responsables.

**Société COopérative et Participative (SCOP)*

2 STRUCTURE OF ADMISSIONS COMMITTEE

The school's Admissions Committee comprises the Co-Heads of School, Heads and Deputy Heads of Sections. Additional members of staff (eg. Heads of Department) may be consulted when deemed necessary.

3 GENERAL POLICY

Admissions to Bordeaux International School are accepted throughout the year providing there are places available.

Before applying, families are asked to visit the school website to gain information about our educational project, philosophy, teaching approach, and our fees list and to consult the table of equivalence of international educational systems and classes.

Classes in BIS are limited to 10 in Early Learning, 16 in Primary and 15 in Secondary. Families are advised to apply as early as possible to ensure a place.

No entry test is required under the age of 14. **However, the school is not able to accept registration of any student with major learning difficulties requiring specialised staff or equipment that BIS is unable to provide or for whom our bilingual programme does not appear relevant** (see section on Special Needs).

We endeavour to maintain a balance between cultures and languages in our bilingual classes (from Early Learning to Middle School) and to reserve places for children of "mobile" families.

An "**Open Day**" is organised each year in February/March (information is published on our website a few weeks beforehand) to allow families to discover more about the organisation of classes, teaching methods, teaching team and work done by students and also to meet parents and PTA representatives (Parent Teacher Association).

This document is reviewed annually and, depending on the student population, changes are made as appropriate.

4 SECULAR POLICY

Students attending BIS follow many different faiths and come from a wide variety of cultural and religious backgrounds. The school does not permit any form of discrimination against, or harassment of, students on religious or cultural grounds.

As a way of ensuring equality of opportunity, Bordeaux International School remains a secular environment - we do not endorse any one religion, faith or culture. This enables us to be as fair as possible in our treatment of students. For this reason, we **do not accept any visible, physical signs (jewellery, clothes etc.) of religion or faith within school grounds.**

5 Criteria for admission

Criteria for admission in Early Learning

- The child must be 3 years old by the 31st December of the school year, fully toilet-trained and be able to feed and dress him or herself reasonably independently.
- Admissions are accepted throughout the year providing there are places available.
- When possible, we recommend that pupils spend a half or full day at the school before registering, to give them a feel for the environment.
- If it is felt that the pupil could be successful but is in need of special help such as a protocol or individual education plan, parents must be willing to involve themselves and the child in this process in tandem with the teachers.
- Bordeaux International School reserves the right to change the placement / class of a student – in relation to general and/or language classes – if, during any time after commencement at the school, he/she is found to be needing extra help or is more advanced (see "Applicants with special needs").

Criteria for admission in Primary

- Places available in the appropriate class.
- Children are accepted after review of previous school reports.
- Students must have the necessary ability to cope with active learning and autonomy in a bilingual environment.
- whose academic performance is average to excellent
- whose conduct is good overall, and who are respectful to others
- who are, and whose parents are, in agreement with the BIS vision, mission and objectives.
- If it is felt that the student could be successful but is in need of special help such as a protocol or individual education plan, parents must be willing to involve themselves and the child in this process in tandem with the teachers (see "Applicants with special needs").
- Students must have a positive attitude to work (as shown in previous school reports).
- When possible, we recommend that students spend a day at the school before registering, to give them a feel for the environment.
- Bordeaux International School reserves the right to change the placement / class of a student – in relation to general and/or language classes – if, during any time after commencement at the school, he/she is found to be needing extra help or is more advanced.

Criteria for admission in Secondary

- Places available in the appropriate class.
- Children are accepted after review of previous school reports, Teacher Recommendation Form from the former school and after an interview with the Head of section. Students must give evidence of a positive attitude to work.
- Students must have the necessary ability to cope with a mainly academic timetable.
- If it is felt the student could be successful, but is in need of special help which is beyond the capability of the school, parents must be willing to involve the child (and themselves) in this extra support (see section i)
- To follow the full range of IGCSE subjects, students must have a minimum level of English of "B1" from Common European Framework of Reference for Languages (CEFR). Students with a lower level of English will require extra support lessons at cost and / or may be accepted on the condition that they may need longer than the two year programme to reach the required level.
- The applicants for International Advanced Level courses should have achieved **5 IGCSE** passes (or equivalent) at **grades C or above**, including passes in both **English, Mathematics**, and a **grade B** in their chosen Advanced Level subjects where possible. When those certificates cannot be produced, prior assessment may be required either during the interview or by internet, in order to determine the appropriate class for the student.
- To follow the full range of Advanced Levels subjects, students must have a minimum level of English of "**B2**" from Common European Framework of Reference for Languages (CEFR). Students with a lower level of English will require extra support lessons at cost. They may also be accepted on the condition that only certain subjects are chosen and/or on the agreement that they may need longer than the two year programme to reach the required level.
- Students requiring host families must have sufficient social skills and self-confidence to live away from home.

6 ADMISSIONS PROCEDURES

Families who contact the school are automatically sent the Admissions Pack accompanied by the Admissions Policy document. The Admissions Pack contains the application form, list of fees and the BIS documents listed below.

Step One - A meeting / interview between parents, students and the Head of Section (this is possible via visio for families unable to attend in person) :

In order to arrange a meeting with the Head of Section, the following documents are required :

- Completed Application form - including passport sized photo (see Admissions Pack).
- Provide previous school reports (last two complete years). Reports must be written in either English or French or with an official translation where necessary.
- Provide psycho-educational reports where necessary.
- Where applicable, provide a copy of standardised test results / list or copy of examination results already taken or to be taken

Step Two - If the interview is successful, the following documents will be requested :

- Completion of the **Teacher Recommendation Form** from previous Class / Head teacher - to be completed and returned to BIS directly from the previous school with the school's official email address.

In addition, for Middle School & Secondary applications only :

- Completion of the Student Application Statement.
- Student to carry out entrance tests if necessary.

Step Three - The application is submitted to the Admissions Committee for discussion and families are informed of the outcome :

- Acceptance – on an unconditional basis
- Acceptance on a conditional basis
- Acceptance but student placed on a waiting list
- Student not accepted

In cases where it is impossible to obtain a given application document, the Admissions Committee will make a collective decision as to whether or not they have sufficient information in the documents presently available to make an informed decision on the candidate's admission. Information from other sources may be requested in such instances (for example: work samples).

Step Four - To confirm their acceptance of a place or to be placed on the waiting list, families must :

- Pay registration fee (see fees list in Admissions Pack).
- Provide a copy of the child's birth certificate and passport.
- Provide a copy of the parents' passports.
- Provide a copy of vaccinations (obligatory - see Admissions Pack).
- Copy of any relevant medical records or information on medical conditions eg. asthma.
- For food allergies : provide a medical certificate / report indicating if a child must not eat school meals.
- Provide a copy of school insurance cover (sometimes an option with home contents or life insurance).
- Provide a copy of private medical insurance (for non EU members).
- A quotation for school fees may be provided upon request.

Once the above documents and payments have been received, a student file will be opened and the official documents drawn up to include the invoice with chosen payment methods, Contract and Conditions of Attendance for signing, and various other school documents.

Validation of admissions to the School is subject to the following:

- Receipt of the documents mentioned in the Admissions Pack.
- Receipt of the signed Contract and Conditions of Attendance.
- Payment of the first instalment of the fees as indicated on the invoice.
- Advance payment of the caution-notice fee, equal to approximately one third of the yearly tuition fees, as indicated on the invoice.

Students may be refused entry or asked to leave the school if parents fail to meet the deadline for payment of fees.

7 Enrolment and Waiting Lists

- If a place is not available at the time of submitting an application, applicants may enrol on the waiting list provided that the application form, supporting documents and registration fee have been received.
- The registration fee will be reimbursed if the school is unable to offer a place at a later date.
- If the applicant accepts a place offered by the school and subsequently withdraws, the registration fee will not be reimbursed.
- Criteria used to decide which student on the waiting list is offered a place include :-
 - Timing of the application (first come first served basis)
 - Siblings in another section
 - The existing language balance of the class
 - Capacity of the child to integrate and adapt to our bilingual structure

8 Fees (see Admissions Pack)

- The fees are set out in the fees schedule which is sent to parents each year after revision and are also published on the school website. The fees schedule is sent to parents currently enrolled at the school and is sent out with the Admissions Pack to enquirers.
- The schedule stipulates the payment methods available and the first instalment due by the 1st June.
- In certain circumstances special arrangements for payment may be made with the Heads of School and the Admissions Department.

9 Applicants with special needs

i) Minor learning difficulties

A **special educational need** refers to children with learning problems or **disabilities** that make it harder for them to learn than most children the same age.

BIS considers a student to have a minor special educational need if he or she needs minor external support to help progress, but that the learning difficulty does not need major teaching modifications to be made by the school.

BIS has resources and access to external consultants that facilitate support for some very minor learning difficulties. However, any student with significant specific academic or physical needs for which the school does not have adequate resources will not be admitted. 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 its capacity to address his/her needs.

Parents must disclose all previous diagnosis and support that a student has received linked to academic performance, behaviour, and wellbeing during the application process.

The school reserves the right to demand at any time a psycho-educational assessment if it is deemed in the best interests of the child.

Early Learning & Primary : BIS is a bilingual learning environment which can be difficult for a small minority of pupils to adapt to (amount of work, several languages, autonomy). If it is felt that BIS is not the best structure to help your child progress, we will inform parents at the end of the second term of the academic year.

Secondary : a trial period is imposed if felt necessary. Meetings are arranged at the end of October or beginning of November as required. A further meeting may take place after the mock exams for students in exam years.

If the need for an educational evaluation and/or the introduction of additional support is identified *after* enrolment is completed, the school will arrange for its Special Needs Coordinator to make observations and diagnosis and establish a report. If the needs appear to be more severe, the school will invite an external professional person to observe the child and draw up a report.

The School requests full parental cooperation to be able to provide a programme which is in the best educational interests of the student. Parents will be obliged to follow recommendations, eg for external support.

Parents may be asked to commit to providing extra support for their child, which may take the form of in-class support or out of school provision or both. Fees for any special materials, supplies, and / or additional instruction may be required and will be the responsibility of the parent **in addition to the regular tuition fees**.

If the school recognises that the student is still not making progress despite external support, parents will be informed that the school can no longer keep the student.

Parents refusing to follow recommendations will mean that the school can no longer keep their child in school.

ii) Highly gifted students

Highly gifted students are welcomed to the school and the flexibility, the small teaching classes and the specific training of the team, provide an excellent environment for such students to flourish. The level of enrolment is ultimately decided by the Head of Section after discussion with the teaching team, parents and any specialists involved. Students will be expected to follow the chosen course for a minimum three-week period in order to give the teaching team time to evaluate and assess the needs of the child and in order to provide a differentiated programme adapted to the child's needs.

If a child is assessed as highly gifted by the school during the school year, the school may strongly recommend the student be tested externally by professionals and we rely on the collaboration of parents in this process in order to help teachers adapt their teaching methods and provide the best learning environment possible.

10 Class placement

Placement in all classes/ grades will be made by the relevant Head of Section and will be mainly based on the child's age and the previous educational record although internal assessment will also be taken into account. Where it is considered beneficial, students may be placed in a lower or higher grade.

The initial placement may be temporary and the school will reassess the child's placement after the child's abilities have been thoroughly observed in class and through additional testing. A review will take place before the October half term holiday and the school reserves the right to move a student after the trial period if deemed necessary. The Admissions Committee may also make the decision that BIS is not a suitable establishment for the student and they may be asked to leave the school. In this case, help and guidance will be provided by the school to find another suitable establishment.

11 Language in Early Learning and Primary

Students are assigned a first and second language upon integration at BIS. The first language is usually the one that the child is more comfortable using. The final decision about a child's first and second language is made by the Section Head and based on initial testing results.

Once the first language has been confirmed and agreed on by the Section Head and the parents, this cannot be changed.

12 Deferrals and Re-entries

- An applicant who has been accepted or waitlisted can choose to defer his or her place to the following academic year, provided that the school receives notification in due time and there are still places available.
- In such cases, the registration fee is also deferrable one academic year, although all deferrals are subject to receiving satisfactory additional school recommendations and school reports/transcripts over the course of the school year preceding the deferred entry.

13 Re-registration

- The fees and school calendar are reviewed in January each year. Once approved and published, the Admissions Department contacts parents to ascertain their intentions for the following year.
- Parents are sent a questionnaire whereby they indicate their intention to stay or the withdrawal of their child.
- The form should be completed and returned to the school by the deadline date as specified in the yearly contract signed by parents.
- For re-registration, contracts and invoices will then be dispatched to parents for the next school year.

14 Suspension and Exclusion

BIS reserves the right to review individual student behaviour and performance at any time during the course of the school year and students may be asked to leave the establishment if it is considered that he/she is preventing the school from continuing its missions and objectives, or in the following situations:

i) Primary

The teaching team, Head of Section and Heads of School reserve the right to exclude a child either for a set period of time or permanently if he/she is the source of repeated disruption or unacceptable behaviour inside and / or outside of class.

Any incident of serious misconduct (eg. harassment, violence, insults, etc) may lead to a “Disciplinary Council” meeting composed of teachers and parent representatives, and the Heads of School, where the incident will be discussed and a decision will be made which may lead to permanent exclusion or another course of action.

ii) Secondary

The Heads of School in consultation with the Head of Section and the teaching team reserve the right to exclude a child either for a set period of time or permanently if he/she is the source of repeated disruption or unacceptable behaviour inside and / or outside of class.

In addition, if teachers are not satisfied with a student’s performance in class work or homework, or if they think his or her attitude is unsatisfactory, detentions are given. If a student receives three detentions then the discipline moves towards the “Yellow Slip” process. After five Yellow Slips a student is permanently excluded from the school. The school’s Discipline Policy provides details about detentions and Yellow Slips.

Any incident of serious misconduct (eg. drugs, violence etc.) may lead to a “Disciplinary Council” meeting composed of teachers and parent representatives, and the Heads of School, where the incident will be discussed and a decision will be made which may lead to permanent exclusion or another course of action.