



Canadian International School Bangladesh Admission Policy



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Admission Policy

Mission Statement

Through the promotion of academic excellence, CISB strives to develop individuals for our society who, through understanding, tolerance, and respect, will help to create a safe place where children become lifelong learners, where excellence is tempered with compassion, and where success is moderated by spiritual understanding.

Name of the Document:	Admission Policy
People Responsible for Admission Policy:	
1.	Janice Smales (Principal)
2.	Dewan Mehtauddin (DPC)
Communication Channel and Availability:	1. Official Web Page 2. Teachers' Hand Book 3. Student Handbook
Target Audience:	Any Internal and External Stakeholders of the school including but not limited to Students, Parents and Teachers.
Policy Effective Date:	September, 2023
Last Review Date:	July 16, 2023
Next Review Date:	July 6 ,2024
Policy Review Criteria:	Annually
Policy Review Team:	Principal, DPC, Admissions Officer and Teachers.

Philosophy:

The Canadian International School Bangladesh welcomes applications from students of all nationalities who can contribute successfully to our multicultural community. Students are selected to enter the school based on past school records, teacher recommendations, and an assessment in Math and English as per needed.

The Canadian International School Bangladesh has a detailed application process to ensure that our school experience will bring success to our students in our highly rigorous academic program. All students are given full consideration regarding admission; those who require learning support will be considered within our resources. We take very seriously the happiness and well-being of our students as we want them to be successful in our learning environment.

The Admission Requirements: (Preschool to Grade 12)

All applications are referred to the Admissions Team for consideration. This committee is composed of the Admissions Officer and The Principal. The Admission Team will review academic reports which must provide evidence of successful academic performance, with reference to evidence of a good level of achievement in English. The admission process and considerations for acceptance involve a thorough screening of all applicants to ensure that students admitted to the school possess the required learning skills and background necessary to succeed in CISB. As a private school, we are under no obligation to admit a particular student. The admission process is managed by the Principal and Academic Team. The Principal oversees the final admission decision into both the Nova Scotia program and the IBDP programme.

Particular consideration will be given to:

- students with strong academic records
- students with a high level of English proficiency
- students and families who share our values and ethical standards
- families who will work constructively with the school on the student's development
- international families or families arriving from another international school
- students and families with a high level of international exposure
- siblings of currently enrolled students and students of alumni (although admission cannot be guaranteed).

The following areas will be taken into consideration by the Admissions Committee when evaluating an application:

- **English Language Proficiency** – child will be assessed in conjunction with ESL continuum
- **Assessment** – written entrance assessments in Math and English dependent on grade level
- **Age Requirements and Grade Placement** - early Childhood applicants must meet physical, emotional and social development requirements at the time of entry, as deemed appropriate by the administration
- **Special Needs** - results from any and all psycho-educational testing conducted prior to application for admission to CISB

- **Documentation** – health forms and vaccination records, prior schooling report, original and certified letters of recommendation, (translated into English if necessary), from current or former classroom teachers at the elementary level and from English or humanities and mathematics or science teachers at the middle and high school levels.
- **Communication** - with previous school regarding poor academic performance, or disciplinary issues

Qualified students from all nationalities and cultures who show the potential to profit from a challenging, English language, college preparatory program are encouraged to apply for admission to CISB. Admission into CISB will be without regard to race, religion, national origin, ethnicity, sexual orientation, gender, or gender identity. CISB is a culturally diverse, English language learning environment and strives to maintain this identity.

Further Admission Information (IB Diploma Program Grades 11 and 12)

CISB offers the International Baccalaureate Diploma Programme for students in Grades 11 and 12. The IB program is open to all students regardless of previous educational experience and is an extension of CISB’s commitment to promote the development of world citizens.

Admission to IB Diploma program (External Students):

All students wanting to be accepted into the IB Diploma Program will meet with the Diploma Program Coordinator (DPC) to review the nature and requirements of the DP and potential subject choices. The school will require previous academic records at the time of admission inquiry. The school recognizes the importance of ensuring that all families are in possession of all of the relevant information regarding the programme, including subject options and the consequences of those choices on tertiary education applications and future careers.

The students will complete the admission tests under the supervision of the DPC and those tests subsequently reviewed by both a member of the DP Mathematics team and a member of the DP English team. Work will be assessed with a view to deciding on the student’s eligibility for DP courses and levels.

Admission to IB Diploma program (Internal Students):

Current CISB students wanting to be accepted into the IB Diploma Program will meet with the Diploma Program Coordinator (DPC) to review the nature and requirements of the DP and potential subject choices. They will undergo similar assessment procedures and the school will review past academic history in order to make an informed decision.

The admissions team of DPC, university counselor and representatives of the Mathematics and English teams will review both the application and student’s past two years’ report cards in order to make a decision on whether or not to offer a place at the school. If successful, the candidate will return for a second visit with the DPC to finalize subject choices and revisit any further questions or issues arising from the first visit.

CISB strives to provide an educational standard that allows students to be successful in their academic learning. With that in mind, we expect all students to meet certain minimum academic levels, as shown both by results in our own Admission Placement Test and previous school report grades. We also seek to admit students who will make the most of the opportunities the school has to offer. Applicants are expected to provide evidence of good behavior and a willingness to participate fully both in and outside the classroom. All lessons at CISB are taught in English (apart from 2nd & 3rd language classes). We thus expect all students to be fully fluent in the English language, both written and spoken.

CISB has a Learning Support programme, although the number of students to whom it can be offered is limited by the resources it has available at any given time. Parents or guardians of any applicant having a specific need must submit complete reports with the application. These might include individualized education programs, psychological reports or speech and language reports. Any student with significant specific academic or physical needs for which the school does not have adequate resources will not be admitted. Students needing Learning Support may be admitted if it is believed that the school can offer appropriate support and that the children can be placed in the regular classroom. When reviewing the application of a student with specific needs, the Admissions Committee will take into consideration all students receiving learning support in that grade, with additional consultation from the Learning Support specialists. As part of this process, the applicant will usually be interviewed, and the Admissions Committee reserves the right to request that a psycho-educational evaluation be conducted before a decision is made, if necessary. 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 his/her needs.

Please note that levels of Learning Support have an additional fee.

English language support

Students whose language ability is different from the language of instruction at the school will receive support, and as far as is feasible support the mother tongue language by encouraging the student to take the School Supported Self Taught option or enroll in a Pamoja Education course.

International transfer students who have completed Year 1 of the IBDP may be admitted at the discretion of the Admissions Team, however, conditions may apply. Students previously enrolled in an IB program seeking admission to CISB will be considered on a case-to-case basis as well as if the courses studied, align with those being offered at CISB.

Students may elect to participate in the IB program in one of two ways:

- As an IB Diploma candidate
- As an IB Course candidate

Generally, it is recommended for most students to elect the full IB Diploma, but the decision for which path (and courses) to take will be made in consultation with a student's parents, teachers, Principal and DP Coordinator.

A student who decides to participate in the IB Program, as a Diploma candidate or as a Course

candidate can expect to:

- work very hard
- Approach tasks with a sense of purpose in a timely manner
- Demonstrate self-discipline and take ownership of learning
- Learn from fellow students as well as teachers
- Share with, and contribute to, the community

The IB Diploma:

The two-year Diploma program provides students with a depth and breadth of rigorous academic study which prepares them for university. Generally, higher level subjects reflect the student's area of special interest. Standard level subjects complement the higher-level choices, but do not generally require the same degree of specialized knowledge and understanding. Three additional program elements are Theory of Knowledge, External Essay, and participation in the CAS Program. These constitute the Core.

IB Courses:

For students not pursuing the full IB Diploma program, it is possible to register for individual IB subjects and complete courses of study, including the IB exam. Individual IB Course qualifications are issued and may be used to help secure admission and advanced placement credit at certain colleges and universities.

Course Selection:

IB Diploma students choose 6 subjects, 3 at the high level and 3 at the standard level, (CISB Assessment Policy and Procedures/) to study alongside Theory of Knowledge (TOK), the Extended Essay (EE) and the Creativity, Activity and Service(CAS) Program. IB course students include a few IB classes in their course selection. All students work with the DP Coordinator and teacher recommendations on their course selections.

There are six subject groups:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

Students will take 3 subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at a higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take 150 teaching hours. Higher level comprises 240 teaching hours over the two year period of the Diploma Programme.

Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- **Theory of knowledge**, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- **The extended essay**, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- **Creativity, activity, service**, in which students complete a project related to those three concepts.

Although the full IB Diploma Program is one that everybody can benefit from, it is not necessarily one in which all students will automatically achieve success. In some instances, a student may be advised to withdraw from the full Diploma Programme and pursue individual courses instead. The decision to do so is made in conjunction with a student's parents, teachers, Principal and the DP Coordinator.

No matter which option students choose, all students in grade 11 and 12 must successfully complete CAS and TOK to receive a CISB Diploma. Students who are pursuing an IB Diploma must also successfully complete the Extended Essay.

Class Size Limits

When a grade level has reached capacity the following limits, 25 students/class, will be adhered to, to the best of the school's ability, all qualified applicants in the waiting queue will be considered. Entry to the waiting pool requires fulfillment of all application requirements. Once a space becomes available, all applicants in the waiting queue will be considered. The school reserves the right to give admission priority to expatriate families over those with a viable local alternative and to students whose siblings have already been admitted to other grade levels at the school as well as children of CISB alumni. Applicants must submit updated materials and re-apply after one year.

Class Placement

Administrators, taking into account previous records, measured aptitudes and achievement, physical and emotional maturity and other pertinent considerations, will assign all students to instructional groups. Parental feedback will be considered but a final determination is the responsibility of the Admissions Committee. International Students wishing to enroll in Grades 9 to 12 will have their school records referred to the Department of Education, Nova Scotia, for an assessment of previous schooling and placement within the either Nova Scotia or International Baccalaureate Diploma Program.

References :

- *International Baccalaureate, (2015), Diploma Programme Assessment Procedures.*
- *International Baccalaureate, Diploma Programme: From principles into practice.*
- *(IBO Website), Establish an IB policy that recognizes achievement within the IB Diploma Programme.*
- *We acknowledge the support of the American School of Milan in our preparation of this policy.*