



المدرسة الأمريكية الخليجية  
AMERICAN GULF SCHOOL

# IB Continuum Admissions Policy and Procedures

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## Our Guiding Principles

### IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

### American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

## Admissions Policy

### Admissions Philosophy

American Gulf School is an equal opportunity school and we do not discriminate against race, gender, disability, or religion. We welcome children from all nationalities and this policy works hand in hand with our Equality and Inclusion policies.

Admissions duties are the responsibility of the Admissions Department, supported by the Academic Team consisting of Principal, Head of Schools, and Coordinator.

## Rights and Responsibilities

Person	Rights	Responsibilities
Students	<ul style="list-style-type: none"> <li>○ Receive a quality education, education for all is a human right</li> <li>○ Are treated with dignity and respect in the admission process</li> <li>○ Are included in the admissions process</li> </ul>	<ul style="list-style-type: none"> <li>○ Promote and understand learning diversity as a valued and rich resource for building inclusive communities</li> </ul>
Parents	<ul style="list-style-type: none"> <li>○ Receive timely responses</li> <li>○ Receive all the guidelines and necessary information</li> <li>○ Are treated with dignity and respect during the admissions process</li> </ul>	<ul style="list-style-type: none"> <li>○ Equip the school with all required information to enable timely responses and adequate preparation to ensure continuity of learning and inclusion</li> </ul>
SLT, Teachers and Admissions Team	<ul style="list-style-type: none"> <li>○ Receive complete and accurate information from families about the student</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate with families in a timely manner and provides opportunities for a dialogue</li> <li>○ Communicate and provides all guidelines and information about processes and procedures</li> <li>○ Listens to the voices of all learners, their parents and caregivers, support staff and non-teaching staff</li> </ul>

## Academic Integrity and the Learner Profile

**Principled:** We will admit students who we believe will be able to succeed academically and emotionally at our school. We will make decisions that are in the best interest of our students and the applicant.

**Balanced:** We will ensure that we consider applicants from our entire community. Open

**Minded:** We will ensure that we consider applicants equally, regardless of nationality, race, gender, color, religion, persuasion, or special needs.

Caring: We will treat all applicants with kindness and consideration, ensuring clear and timely communication and feedback, safe and appropriate entrance testing environments, etc.

## Links to Other Policies

### Admissions Policy and Assessment Policy

At American Gulf School, we rely on families to provide accurate reporting data upon inquiry. This will be supported with MindPrint, CAT4 and writing assessments to ascertain levels. These may be followed with interviews as explained later in this document.

### Admissions Policy and Academic Integrity Policy

If students cannot come into school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents should provide the contact details for the representative.

### Admissions Policy and Inclusion Policy

We aim to balance the levels of academic abilities, identities, and heritage to ensure diversity among our students. We expect families to share information that helps us to determine the services to offer to students, in terms of inclusive access arrangements and reasonable adjustments. We expect our applicants to take admissions tests from Grade 1 to Grade 12.

### Admissions Policy and Language Policy

At American Gulf School, a student's language profile is assessed based on his/her prior academic performance. A solid foundation in the child's mother tongue is essential for success. To be admitted, students should demonstrate age appropriate literacy and proficiency in a language. All previous school records must be translated into English.

Language pathways are outlined further in the schools Language Policy.

If a student is found to not be able to access information or express themselves articulately in English, they may not be admitted to American Gulf School.

# Admissions Procedures

## General Admissions Procedures

Before attending the school, parents must complete an application form expressing an interest in registering the child into American Gulf School. This can be obtained online from the website.

We will require:

- A non-refundable and non-deductible application fee is required (525 AED)
- Online application form
- Copy of learner's passport
- Copy of learners previous 2 years reports and current semester reports
- Copy of recent Standardized Assessments: MAP, CAT4 (if available)
- Copies of any Special Education Needs, IEP, Psychological Evaluations, etc.

If there is a suspicion or any documentation that infers that a child has behavioral issues or has had previous disciplinary issues, they will be referred to a counsellor meeting who will then meet with interview with the Coordinator, Head of Secondary or Vice Principal to discuss recommendations prior to admission. This review and recommendation are to be completed within three days of the initial request.

Once all the above has been completed the learner will be invited for an entrance assessment and writing task (Grades 1-10), which will be carried out by the Admissions Department, who will determine the academic level and suitability for admission. ○ All learners from Grade 1-12 will sit the CAT4 assessment and complete a writing task. ○ KG learners will also undertake a basic entry assessment to determine number, sound, and letter recognition as well as assessing their social and emotional capabilities. ○ Grades 9 to 12 will meet with the Head of Secondary and Coordinator to be interviewed, with the assessment being completed first and results passed to the coordinator before the interview.

If there is a suspicion or any documentation that infers that a child has behavioural issues or has had previous disciplinary issues, they will be referred to a meeting with the Head of Section to discuss recommendations prior to admission. This review and recommendation are to be completed within three days of the initial assessment.

If the applicant is unsuccessful at this point and it is apparent the applicant DOES NOT qualify for admission because they do not meet the academic requirements, suggestions by the Head of School/Coordinator can be made to parents on how they can work with the child to academically prepare him/her for the admissions assessment through external tutoring.

Should the applicant be successful on the second attempt, the admission file is then sent to the Coordinator for final approval. Any assessment approval required after the second failed assessment attempt must be sought from the Head of School. Parents MUST be informed of the decision within three days of the start date of the admissions process. Once the assessments and interviews have been completed, a decision should be made immediately and communicated to the parent/guardian/legal carer via telephone. Successful applicants will receive an official offer letter via email.

A non-refundable registration fee of AED 1,000 is required to secure the school seat. This fee is adjustable against the annual tuition fees.

Documentation required upon enrolment:

- Signed offer letter    ○ Acceptance form
- Copy of learner's Emirates ID (Front and Back)
- Copy of learner's residency visa
- Copy of learner's immunization card
- Copy of learner's birth certificate
- Copy of learner's photo
- Copy of parents' passports (both father and mother)
- Copy of parents' Emirates ID (front and back)
- Copy of parents' residency visa
- Copy of family card (Emirati learners only)
- Copy of parents' photos
- Copy of learner's medical consent form
- Completed medical consent form

- Completed photography/social media consent form
- Signed student code of conduct
- MYP Course selection (Grades 9 only)
- DP Course selection (Grade 11 only)
- CP Course selection (Grade 11 only)

### Students of Determination Admissions Procedures

American Gulf School is an inclusive school and endeavours to do all it can to comply with its legal and moral responsibilities under UAE law and SPEA to accommodate the needs of children who wish to join the school with physical, social, and educational needs. AGS believes that ‘no child should be left behind’ and will do all in its power to ensure the safety of all learners with special educational needs and to enable them to participate in all activities.

We do, however, reserve the right to refuse entry or placement, if we believe this will be detrimental to the care and wellbeing of the learner or the children in our care. To help better understand the learner’s individual needs, parents of a child who has any disability or special educational need, are requested to provide medical reports, previous IEPs, psychological evaluations etc. to the school with full written details at registration before proceeding with the application.

The Admissions Department will request:

- Doctors/Specialist diagnosis and report (signed, dated, and stamped) that identifies ability, needs and recommendations (where applicable).
- Occupational therapy reports
- School reports
- These documents must be updated annually.

When a SEN/POD learner applies for a place within the school, the Head of Inclusion must be informed immediately and must play an integral part of the admissions process.

### Diploma Programme (DP) Admissions Procedures

The DP programme at AGS strives to be as inclusive as possible. Students will be guided into the appropriate programme whether that be DP courses, full DP, or other program offerings at AGS.

In addition to following all of the previously mentioned admissions procedures in this policy document. The DP programme at AGS will request the following from internal and external applicants:

- Complete an application which includes if the student wishes to participate in the full DP programme or courses.
- Write a personal statement.



- Provide a minimum of two teacher recommendations. (May be waived for external applicants on a case-by-case basis.)
- Students and parents attend an informational session or meet with the DP Coordinator to learn about the requirements and expectations of the Diploma Programme.

The DP admissions committee will also consider internal and external data including but not limited to transcripts, MAP, CAT-4, NGST, and other relevant standardized tests when making their decision.

Upon admission to the DP programme, students are required to meet with the academic counselor and DP Coordinator to determine course selections considering factors such as IB requirements for the Diploma Programme, future academic and/or career plans, student interests, and academic strengths and areas of growth.

## Careers-related Programme (CP) Admissions Procedures

The Career-related Programme (CP) is a framework of international education offered by the International Baccalaureate (IB) that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education.

### **The CP Curriculum**

The CP is designed for students aged 16-19 and leads to further/higher education, apprenticeships, or employment. The CP curriculum requires students to undertake a minimum of two IB Diploma Programme (DP) courses, a CP core consisting of four components, and the BTEC International Level 3 Qualification.

### **Assessment and Exams**

#### **CP:**

- The components of the CP core are assessed internally by AGS

- Pearson BTEC will be internally assessed and moderated. An External Standards Verifier will be appointed by Pearson, to review the processes and moderate a selection of learners based on attainment, this will take place twice an academic year

#### **DP:**

- Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners.
- Refer to DP Admissions for further information

#### **Requirements for entry to the IB Careers-related Programme**

- An interview will take place between the IBCP Coordinator, Principle and Campus Director to assess the suitability of the programme for the student
- A general guide to admission into the CP Programme includes:
  - A minimum of a level 4 from the MYP Course
  - A minimum of a level 3 in GCSE
  - A minimum of a grade D in IGCSE
  - Applications from other curriculum programmes will be assessed on a case-by-case basis

## **IB Standards and Practices for Admissions**

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

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)

Culture 6 The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (030106)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies.  
(0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies.  
(0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies.  
(0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

## Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in December 2022 and applies from January 2023. After this point, all policies will be reviewed and updated during August inset each year.