



KALUGA INTERNATIONAL SCHOOL ADMISSION POLICY

Initially written: April 2017/ Reviewed: August 2022

Kaluga International School aims to create an inclusive environment that embraces and celebrates the uniqueness of each child. Equality of access is the key value that determines the enrolment of children in our school. No child is refused admission for reasons of ethnicity, educational needs, language/accents, status, religious beliefs and values, family or social circumstances.

Application for admission at all levels requires the completion of the admission form. Students will be placed in their correct age group, apart from exceptional circumstances. The reasons for these exceptions would only be in the best interests of the child's education as determined by the school and requires approval from the head teachers of each section (primary and middle school). The student is enrolled in the school based on the decision of the Pedagogical Leadership Team (PLT).

Applications for admission to Kaluga International School are accepted at any time during the academic year, which typically runs from 1st September to late June.

To apply for admission, parents/legal representatives of the student must provide the following documents to the Administrator:

- Completed Application for Admission form;
- Copy of Student's passport and birth certificate;
- Copies of both parents' passports (or those of the legal representatives);
- Report cards and other progress reports from the previous school (if applicable);
- Health Examination Report (for Early Years and KG);
- Two coloured photos 3x4.

For Non-Russian residents, additional documents are requested:

- Copy of Student's visa, passport and registration form
- Copies of both parents or the legal representatives' visas, passports and registration.

The Administrator may request additional documents if necessary.





Admissions Procedures:

Early Years - Kindergarten

An open policy will apply applicants and their parents are interviewed by a member of the academic team and a psychologist to determine the child's readiness for school. If the child is below three years old on the 31st of August, the parents and child will have an interview with the PYP Coordinator or the Head of School and agree on what is required for the child to be admitted.

Primary Levels

Admission requires a preliminary interview with the student and his or her parents by the PYP Coordinator and the Head of School.

Grade 1 students are interviewed by a psychologist and a member of the academic team, and are not required any specific or background knowledge to be admitted.

Starting from Grade 2 the applicants are interviewed by a psychologist, and are assessed in Russian and Mathematics. An English assessment is required starting from Grade 3 to determine the needs where a student does not have English as a first language, as well as major subjects i.e, Russian and Mathematics as appropriate. Students with limited English abilities will be accepted. However, language support classes in English may be recommended to the family as an entry requirement, subject to evaluation by teachers upon starting school.

Below are the entry English level requirements for students in grade 3-5:

Grade 3 - A1

Grade 4 - A1+

Grade 5 - A2

Middle School

All prospective students must have an interview with the Middle School coordinator and the Head of School.

An English language test is mandatory where a student does not have English as a first language. An individualised English Language evaluation will be given to determine the needs of additional English courses. Grade 6 is expected to have an English level equivalent to A2+.

Applicants are assessed in Mathematics and the Russian language and are expected to meet the level equivalent to FGOS OO.





Admission and enrolment in the school is carried out in four stages:

Step 1: The Administrator invites applicants and their parents/legal representatives for an interview with the head teachers of each section (primary and middle school) or the Head of School.

Step 2: The school holds an interview during which the applicant and applicant's legal representatives need to demonstrate their reasons and motivation for joining the school. Student Evaluation is carried out during the induction trial period at school.

Step 3: The teachers send written feedback (via email) to the PLT. Based on the results of the Student Evaluation the school gives feedback on the readiness of the student and necessary recommendations. If the student doesn't meet grade level expectations, additional steps may be required.

Step 4: The school prepares an enrollment package after the interview.

Only after successful completion of all stages, the place is assigned to the student.

GRADE/CLASS ALLOCATION

Students are allocated to classes according to the number of full years by 31 August of the year of enrolment.

Primary School

- 3 (three) - EY1 (Early Years 1)
- 4 (four)- EY2 (Early Years 2)
- 5 (five) - K (Kindergarten)
- 6 (six) - 1st Grade
- 7 (seven) - 2nd Grade
- 8 (eight) - 3rd Grade
- 9 (nine) - 4th Grade
- 10 (ten) - 5th Grade

Middle/High School

- 11 (eleven) - 6th Grade
- 12 (twelve) - 7th Grade
- 13 (thirteen) - 8th Grade
- 14 (fourteen) - 9th Grade
- 15 (fifteen) - 10th Grade

The educational programme caters to students' individual development who demonstrate significant advancement or delay compared to age-appropriate requirements.





Students with behavioural difficulties

KIS recognises that students developed not the same way or at the same pace as the others. They are unique individuals. At times, a student may need a fresh new start or a new opportunity. Students having behavioural difficulties may be given a second chance to continue their education at KIS. However, it is expected that students will follow the protocols and guidelines set by the school based on the school behaviour policy and strictly adhere to the school's ethos.

At times the school may require that students enrol on a one-term probationary basis and reserves the right to demand the student's removal at any time should repeated patterns of behaviour be unacceptable to the school. In such cases, the school may insist on a home-school agreement to complete the academic year.

Students with Special Needs

At the teacher's discretion, based on the observation in the class, teachers can request students to be evaluated by a third party professional psychologist to receive a proper diagnosis. The diagnosis should be sent to the school. Based on the diagnosis and needs of the students, an action plan will be made, which could include the need for additional teacher/s to support the student at the cost of the parents. For these students we will follow the guidelines of KIS Inclusion Policy.

This policy and procedures will be reviewed annually.

