British International School

ADMISSION POLICY

1. Introduction and Policy Statement

British International School, Lubumbashi (BISL) is a co-educational, day school serving students from Early Years through Year 13. The school delivers Cambridge Primary, International Baccalaureate Middle Years Programme (IB MYP), and International Baccalaureate Diploma Programme (IB DP) curricula.

Our admission policy reflects the school's commitment to educational excellence, diversity, and inclusivity. BISL welcomes qualified students of all nationalities, ethnicities, and religious backgrounds whose families are committed to the school's values of academic rigor, personal integrity, and global citizenship. The school aims to create a dynamic learning community where students develop critical thinking skills, appreciate diverse perspectives, and become responsible members of an interconnected world.

This Admission Policy operates in tandem with the BISL Access and Inclusion Policy. Admission decisions explicitly consider how the school can provide reasonable accommodations, access arrangements, and tiered support through our Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) framework, ensuring that diversity of learning profiles is welcomed and supported rather than excluded.

This policy ensures that admitted students possess the academic foundation, English language proficiency, and personal attributes necessary to thrive in our rigorous international curriculum. Admission decisions consider each student's potential for success across our three distinct programmes: Cambridge Primary, IB MYP, and IB DP.

2. Mission and Core Values

BISL prepares students to become confident, knowledgeable, and compassionate global citizens who engage actively with their communities. The school is committed to:

- **Academic Excellence**: Fostering intellectual curiosity and deep learning through inquiry-based instruction
- **International Mindedness**: Encouraging students to understand and respect diverse cultures and perspectives
- **Holistic Development**: Supporting physical, emotional, social, and ethical growth alongside academic achievement
- **Integrity and Responsibility**: Developing principled individuals who act ethically and contribute meaningfully to society
- **Innovation and Adaptability**: Preparing learners to navigate rapidly changing global contexts

Admission decisions reflect these values, prioritizing students who demonstrate potential to embrace challenge, collaborate respectfully, and contribute positively to school community life.

3. Admission Principles and Philosophy

3.1 Non-Discriminatory Practices

BISL maintains an admission process free from discrimination based on race, ethnicity, national origin, gender, religion, socioeconomic status, or disability. The school welcomes applications from qualified students regardless of background and works actively to ensure equal access and reasonable accommodations where needed. Where applicants present with disabilities, learning differences, or other support needs, the school undertakes a structured review of support options in line with the Access and Inclusion Policy before considering non-admission.

3.2 Inclusive Approach with Academic Standards

While BISL seeks to be inclusive, admission decisions prioritize the school's ability to provide appropriate educational support. The school recognizes diverse learning needs and provides targeted interventions for students requiring additional academic support. However, admission may be restricted if a student's needs exceed the school's capacity to provide adequate services.

In collaboration with the Inclusion Coordinator, BISL evaluates whether the student's needs can be met within our Tier 1 universal provision, Tier 2 targeted interventions, or Tier 3 individualized support, prior to any decision that admission cannot be offered.

3.3 Holistic Evaluation

Admission decisions are based on comprehensive evaluation of academic potential, English language proficiency, personal attributes, behavioral history, and fit with school values. No single factor determines admission; rather, applicants are evaluated as complete individuals whose strengths and needs are considered in relation to available school resources.

3.4 Student Engagement and Family Commitment

BISL values active family partnerships in educational decision-making. Prospective families are expected to demonstrate commitment to the school's educational philosophy and willingness to support their child's learning both at school and at home.

4. Admission Requirements by Programme

4.1 Cambridge Primary (Years 1-6)

Academic Prerequisites:

Students entering Cambridge Primary should demonstrate:

- Foundational literacy and numeracy skills appropriate to their entering grade level
- Capacity to engage in English-medium instruction (minimum CEFR Level A2 for non-native English speakers)
- Ability to access grade-level content with appropriate teacher scaffolding

English Language Proficiency:

- Native English speakers proceed with standard assessment
- Non-native English speakers complete English placement assessment
- Placement in grade level depends on age, prior schooling, and English competency
- Students below CEFR A2 may be admitted with commitment to intensive English support

Access and Inclusion:

- Applicants who do not yet meet the stated English proficiency may be admitted with a defined English as an Additional Language (EAL) support plan, in line with the Access and Inclusion Policy (Tier 2 / Tier 3 support).
- Where psychoeducational or medical reports identify specific learning needs, the Inclusion Coordinator participates in the admissions case review to determine appropriate accommodations and possible Individualised Education Plan (IEP) development upon entry.

Age Requirements:

- Grade 1: Minimum age 6 years by September 1 of entry year
- Subsequent grades: Age-appropriate placement determined by developmental level and prior education

Required Documentation:

- Birth certificate (original or certified copy)
- Passport (valid for minimum 6 months)
- Previous school report cards (if available) for grades 2-6
- Medical records and vaccination certificates
- Completed BISL Application Form
- Parent/Guardian statement outlining educational expectations and family background

4.2 IB Middle Years Programme (Years 7-11)

Academic Entry Requirements:

Students entering IB MYP (Year 7) must demonstrate:

- Solid foundational competence in English, mathematics, and sciences
- Reading and writing proficiency at or above grade-level expectations
- Ability to engage in independent inquiry-based learning
- Basic digital literacy and information research skills

Language Requirements:

The IB MYP is conducted primarily in English with French language support. Students must achieve:

- **CEFR Level B1 (Intermediate)** minimum competency in English
- Demonstrated ability to write extended responses, analyze texts, and participate in academic discussions
- Students below B1 participate in English as an Additional Language (EAL) support programme with target progression to mainstream classes by Grade 9

Academic Assessment:

Applicants are required to complete:

- Cambridge English Placement Test or TOEFL assessment (for non-native speakers)
- Mathematics aptitude assessment
- Reasoning and logical thinking evaluation (CAT4 or equivalent)
- Subject-specific assessments may be required for Mathematics and Sciences

Behavioral and Social Readiness:

IB MYP emphasizes collaboration, critical thinking, and personal responsibility. Applicants should demonstrate:

- Ability to work cooperatively in diverse teams
- Self-motivation and independent learning skills
- Respect for authority and school policies
- No history of serious disciplinary issues or expulsion from previous schools

Required Documentation:

- School reports from previous three years
- Standardized test scores (where available)
- Teacher recommendations from English, Mathematics, and one additional subject
- Character reference from previous school
- Passport and birth certificate
- Medical and vaccination records
- Completed MYP Entry Application with essay responding to prompt: *"Describe a time you faced academic challenge and how you addressed it"*

4.3 IB Diploma Programme (Year 12-13)

Academic Entry Requirements:

Students entering IB DP (Year 12) must have demonstrated consistent academic excellence. Minimum criteria include:

- **Overall academic average of 70% or higher** in recent schooling
- **Minimum grade 6 or B equivalent** in English, Mathematics, and at least one science
- Successful completion of recognized MYP or equivalent secondary programme
- Strong performance in subjects relevant to intended subject choices

Language Proficiency:

Students must achieve:

- **CEFR Level B2 (Upper-Intermediate)** in English
- Ability to write analytical essays, construct logical arguments, and engage in sophisticated academic discourse
- Demonstrated capacity to read complex texts across multiple disciplines
- Students below B2 are not normally admitted to DP

Subject Selection Alignment:

Applicants must demonstrate prerequisite competencies for selected courses:

- **Higher Level (HL) courses** require evidence of strong prior performance in that subject area
- **Mathematics HL** requires successful completion of pre-calculus or equivalent
- **Science HL courses** require solid foundation in prior sciences study
- **Language A** (English) candidates must provide evidence of advanced literacy skills

Cognitive and Personal Readiness:

The IB DP requires sustained intellectual effort and self-directed learning. Applicants should exhibit:

- Intellectual maturity and capacity for abstract reasoning
- Sustained focus and ability to manage complex workload
- Resilience and ability to handle academic pressure
- Commitment to the IB learner profile values
- No history of serious disciplinary action or academic integrity violations

Standardized Testing:

- CAT4 (Cognitive Ability Test) or equivalent to assess readiness for DP-level work
- TOEFL or Cambridge Advanced English assessment for non-native speakers
- Subject-specific diagnostic assessments

Interview and Essay Requirements:

All DP applicants participate in:

- **Personal interview** (30-45 minutes) with Admissions Officer and DP Coordinator addressing: academic aspirations, subject choices rationale, extracurricular interests, and understanding of DP demands

- **Written essay** (500-750 words) on topic: *"How do you envision contributing to your school community while managing the intellectual demands of the Diploma Programme?"*

Required Documentation:

- Full transcript from last two years of schooling with English translations if necessary
- Standardized test scores (PSAT, SAT, or GCSE equivalent if available)
- Detailed teacher recommendations from English, Mathematics, and two additional teachers
- School Counselor or equivalent professional reference addressing academic and personal attributes
- Passport and birth certificate
- Complete medical and psychological evaluation (if prior support services received)
- Completed DP Application including predicted grades
- Evidence of involvement in co-curricular activities and community service

Exceptions and Special Circumstances:

Students who do not fully meet academic criteria may be considered if they demonstrate:

- Exceptional potential despite previous underperformance
- Clear evidence of academic growth trajectory
- Specific learning circumstances that affected prior achievement
- Strong cognitive ability and subject-specific competence despite overall GPA variations

In such cases, applicants may be admitted on **conditional acceptance** with:

- Compulsory attendance at Academic Transition Summer Programme
- Monthly progress reviews during first term
- Clear academic targets to maintain enrollment
- Possible subject-level constraints (e.g., Standard Level mathematics requirement)

5. English Language Assessment and Support

5.1 Language Assessment Process

All applicants, including native English speakers, complete language proficiency assessment to ensure appropriate support and curriculum access:

Placement Testing:

- **School-administered English Placement Test** evaluating reading comprehension, written expression, and listening skills
- **Speaking assessment** conducted by certified English specialist during school interview

5.2 English as Additional Language (EAL) Support

Students demonstrating English proficiency below grade-level expectations access targeted intervention:

- **EAL Programme**: Small group instruction (5-8 students maximum) focusing on academic language development, writing strategies, and content comprehension across subject areas
- **Duration**: Minimum of one academic year with extension if needed
- **Integration**: Systematic transition to mainstream English curriculum with ongoing support

- **Assessment**: Quarterly progress monitoring with clear benchmarks for mainstream curriculum access
- **Staffing**: EAL specialists certified in English language instruction and second language acquisition pedagogy

Students may proceed to mainstream classes once demonstrating consistent competency in grade-level English while maintaining content knowledge in other subjects.

6. Special Educational Needs and Disabilities (SEND)

6.1 Inclusion Framework

BISL is committed to identifying and supporting students with diverse learning needs. The school welcomes applications from students with diagnosed or suspected learning differences, physical disabilities, and other support needs, provided the school can appropriately address them.

6.2 SEND Assessment and Inclusive Admission Process

All SEND admissions decisions are guided by the Access and Inclusion Policy, including MTSS structures, UDL expectations, and IB access arrangements. The outcome of this process is documented in a pre-admission Support Summary that outlines agreed reasonable accommodations, initial tier of support, and any trial-placement conditions.

Identification and Evaluation:

- Families must disclose known learning differences, disabilities, or behavioral concerns during initial application
- Confidential conversations with parents and previous service providers (educational psychologists, speech therapists, etc.) clarify support history
- Review of previous evaluations, including psychoeducational assessments, educational psychology reports, and specialized service recommendations
- School-based SEND assessment by BISL Inclusion Coordinator and relevant specialists

Support Capacity Assessment:

Admission decisions for students with significant SEND consider:

- **Scope of need**: Alignment between student's required support and school's available resources
- **Specialist staffing**: Availability of trained support personnel (special educators, speech-language therapists, educational psychologists)
- **Physical accessibility**: School facilities' capacity to accommodate mobility or sensory needs
- **Peer environment**: Assessment of social integration potential and appropriate peer group placement

Conditional Admission Provisions:

Students with identified SEND may be admitted with requirements including:

- **Trial placement**: Specified period (4-8 weeks) of intensive monitoring to assess fit and progress
- **Support agreements**: Detailed documentation of specific accommodations, modifications, and intervention targets
- **Parental commitment**: Agreement to participate actively in support planning and provide supplementary services if needed beyond school capacity
- **Regular review meetings**: Quarterly assessment of progress toward identified targets with potential programme adjustment

6.3 Reasonable Accommodations

BISL provides reasonable accommodations within the bounds of curriculum integrity:

- **Extended testing time** and alternative assessment formats for documented learning differences

- **Classroom accommodations** such as preferential seating, movement breaks, simplified instructions
- **Assistive technology** access including text-to-speech software, speech-to-text programs, and specialized equipment
- **Environmental modifications** such as reduced auditory distractions or modified lighting
- **Curricular access**: Modified assignments while maintaining core learning outcomes for students with significant cognitive disabilities

Accommodations are reviewed and updated annually through collaborative discussions involving parents, teachers, SEND specialists, and the student.

7. Admission Procedures and Timeline

7.1 Application Process

Application Submission:

1. Complete BISL Application Form (available in school office or online at britishinternationalschool.org/admissions)
2. Submit required documentation according to programme-specific requirements (See Section 4)
3. Pay non-refundable Application Fee:
    - Primary: $150 USD equivalent
    - MYP: $200 USD equivalent
    - DP: $250 USD equivalent
4. Schedule assessment and interview dates with Admissions Office

Assessment Schedule:

- **Primary Programme**: Play-based observation session (Early Years), reading/numeracy assessment, parent meeting
- **MYP Entry**: English placement test, Mathematics assessment, reasoning test, informal interview
- **DP Entry**: Cognitive ability assessment (CAT4), subject-specific assessments, formal interview (30-45 minutes), essay submission

7.2 Tentative Timeline for Academic Year 2026-2027

Description	Date
Application window opens	October 15, 2025
Application deadline (Rolling admission begins)	December 31, 2025
Assessment sessions scheduled	January-February 2026
Early decisions announced	February 28, 2026
Final application deadline	April 30, 2026
Final decisions announced	May 31, 2026
Enrollment deposits due	June 30, 2026
Orientation and welcome activities	August 2026
Academic year begins	September 2, 2026

7.3 Communication of Decisions

Admission decisions are communicated as follows:

For Accepted Applicants:

- Official Offer Letter outlining place confirmation, curriculum level, and enrollment requirements
- Summary of any conditional provisions or special support arrangements
- Enrollment deposit requirements ($2,500 non-refundable, applicable to first tuition payment)
- Timeline for final confirmation and orientation participation

For Applicants on Waiting List:

- Notification of waitlist status with estimate of decision timeline
- Criteria for potential offer (e.g., programme capacity updates, receipt of additional materials)
- Opportunity to provide updated information or remain active candidate

For Declined Applicants:

- Professional letter outlining decision without detailed explanation
- Invitation to meet with Admissions Officer to discuss recommendations for alternative schools or reapplication
- Assurance that decision may be reconsidered if circumstances change materially (academic improvement, English proficiency development, etc.)

8. Admission Restrictions and Grounds for Denial

In all cases, prior to declining admission on the basis of need or behaviour, the Admissions Committee reviews whether reasonable accommodations or tiered supports, as described in the Access and Inclusion Policy, could safely and effectively enable the student's participation.

8.1 Mandatory Grounds for Denial

BISL will decline admission if:

- **Expulsion history**: Student was previously expelled from another school (except in cases of demonstrated rehabilitation and reformed behavior)
- **Guardian unavailability**: Student will not reside with parent(s) or approved legal guardian (exception: case-by-case consideration for boarding with approved family friends with legal documentation)
- **Financial inability**: Family demonstrates inability to sustain tuition payments (based on financial assessment provided with application)
- **Disruptive behavioral pattern**: Substantial disciplinary history demonstrating pattern of serious conduct violations or violence
- **Insufficient English proficiency** (DP only): Below CEFR B2 level with insufficient trajectory for curriculum access

8.2 Discretionary Grounds for Denial

BISL may decline admission based on:

- **Unrealistic parental expectations**: Parent resistance to suggested support services, curriculum modifications, or realistic assessment of student's academic potential
- **Lack of commitment to school values**: Applicant or family demonstrates opposition to school's commitment to diversity, inclusion, or academic integrity
- **Safety concerns**: Information suggesting student may pose risks to self or others (substance abuse history, untreated mental health conditions affecting school safety)

- **Curriculum misalignment**: Student's identified needs exceed school's capacity to support despite available intervention programmes, Lack of current provision triggers a review in the Inclusion Committee to explore feasible expansion of services before confirming non-admission.
- **Capacity constraints**: No available spaces in grade level or programme despite qualified application, Lack of current provision triggers a review in the Inclusion Committee to explore feasible expansion of services before confirming non-admission.

8.3 Appeal Process for Denied Applicants

Families who receive a denial may request formal reconsideration by:

1. Submitting written request to Head of School within 10 school days of denial letter
2. Providing additional documentation or evidence (academic improvement, remediation, changed circumstances)
3. Participating in meeting with Head of School and Admissions Committee to present case
4. Receiving written response to appeal within 15 school days

Appeal does not automatically result in admission reversal but allows for comprehensive reconsideration of decision. The Head of School's final decision on appeal is conclusive.

9. Admission Decisions and Enrollment

9.1 Offers of Admission

Successful applicants receive formal Offer of Admission specifying:

- Grade level and programme placement
- Curriculum pathway (standard, EAL support, SEND modifications, or conditional entry)
- Any specific conditions of admission (summer programmes, progress monitoring, mandatory support services)
- Enrollment requirements including deposit, tuition schedule, and family commitment expectations
- Deadline for family confirmation and deposit payment

9.2 Enrollment Procedures

Upon Offer Acceptance:

1. **Enrollment Deposit**: Non-refundable $2,500 USD (or equivalent) confirming place reservation
2. **Enrollment Agreement**: Signed contract confirming family understanding of curriculum, policies, tuition structure, and conduct expectations
3. **Medical Clearance**: Completion of confidential health questionnaire, vaccination verification, and clearance from school physician
4. **Financial Documentation**: Completion of financial agreement, tuition schedule, and payment method arrangement
5. **Orientation Participation**: Required attendance at family orientation sessions in August prior to school start

9.3 Pre-Entry Programs

Cambridge Primary Entry Support:

- Early arrival sessions for kindergarten/Grade 1 transition focusing on school routines, classroom expectations, and peer relationship building

IB MYP Preparation:

- Summer orientation programme (optional but recommended) covering MYP structure, ATL skills development, and organizational systems

- Subject-specific preparation for students needing foundational support in English or mathematics

IB DP Preparation:

- **Mandatory Summer Transition Programme** for all DP entrants emphasizing:
    - Time management and independent learning skills
    - IB essay writing standards and research methodologies
    - Mathematics problem-solving and university-level study approaches
    - Academic integrity and citations practices
    - Programme expectations and TOK introduction
- **Subject-specific summer camps** available for students requiring additional preparation in HL mathematics or sciences

10. Access and Inclusion in Admissions

- All application forms invite families to share information on learning profiles, languages, disabilities, and previous support.
- The Student Support Team or Inclusion Coordinator is involved in admissions decisions for any applicant with identified or suspected additional needs.
- Conditional offers may include clearly defined support plans, trial periods, and progress reviews, consistent with MTSS Tier 2 or Tier 3 interventions.

11. Diversity, Equity, and Inclusion

11.1 Commitment to Diversity

BISL actively recruits students from diverse racial, ethnic, religious, and socioeconomic backgrounds. The school recognizes that diversity enriches learning experiences and prepares students for global citizenship. The school will:

- **Actively recruit** from underrepresented communities through targeted outreach
- **Provide scholarships and financial aid** based on demonstrated financial need
- **Monitor** demographic representation within student body and identify barriers to access
- **Implement culturally responsive** curriculum across all programmes reflecting diverse voices and perspectives
- **Establish affinity groups** and cultural clubs supporting student identity development and belonging

11.2 Financial Aid and Scholarships

BISL offers needs-based financial assistance to qualified families who demonstrate demonstrated financial need:

- **Application process**: Completion of confidential financial aid forms with supporting documentation (tax returns, employment verification, asset disclosure)
- **Assessment**: Independent evaluation of financial circumstances and ability to pay
- **Awards**: Partial to full tuition assistance determined by school endowment and fund availability
- **Continuation**: Annual review of financial circumstances with potential adjustment based on changing family situations

Merit scholarships for exceptional academic performance may be awarded for DP entry.

12. Post-Admission Responsibilities

12.1 Student Expectations

Upon admission, students are expected to:

- Engage actively in academic work, demonstrating effort and honesty in submissions
- Respect school policies including conduct standards, technology use, and anti-bullying provisions
- Participate respectfully in diverse community events and learning experiences
- Support peers in collaborative learning environments
- Communicate concerns to appropriate adults through established channels
- Maintain academic integrity through original work and proper attribution of sources

12.2 Family Expectations

Families enrolling students commit to:

- Ensuring regular attendance and punctuality
- Supporting student learning at home through homework completion and reading
- Maintaining open communication with teachers and school administrators regarding student progress
- Partnering with school in addressing academic or behavioral concerns
- Participating in school community events and family engagement opportunities
- Respecting school values and supporting curriculum implementation at home
- Meeting financial obligations through timely tuition payment
- Adhering to technology acceptable use policies and other conduct expectations

12.3 Academic Probation and Continued Enrollment

Students admitted conditionally or those demonstrating inadequate progress may be placed on academic probation with:

- **Clear targets**: Specific academic goals identified in writing with regular progress monitoring
- **Enhanced support**: Increased frequency of teacher meetings, tutoring, or additional assessment
- **Timeline**: Defined period (typically one term) for demonstrating progress toward goals
- **Review meeting**: Formal assessment at end of probation period determining whether student continues enrollment

Failure to meet probation targets may result in required level change, programme adjustment, or non-renewal of enrollment for following year.

13. References

The policies and practices outlined in this document align with:

- **International Standards and Frameworks:**
  - International Baccalaureate Organization. (2024). *IB World School Authorization and Programme Standards*. Retrieved from https://www.ibo.org/globalassets/become-an-ib-school/ib-world-school-authorization-and-curriculum.pdf
  - International Baccalaureate Organization. (2025). *MYP General Regulations*. Retrieved from https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/myp-2026-general-regulations.pdf
  - Cambridge Assessment International Education. (2024). *Cambridge Primary Curriculum Framework*. Retrieved from https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-primary/
  - British Council. (2025). *English Proficiency Standards: CEFR Framework*. Retrieved from https://www.british-council.org/learning-english
- **School Safety and Inclusion Standards:**

    - International Task Force on Child Protection. (2023). *Standards for School Safety and Safeguarding Policies*. Retrieved from https://www.keepchildrensafe.org.uk
    - United Nations. (2015). *Convention on the Rights of the Child*. UN Office of the High Commissioner. Retrieved from https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child
    - UNESCO. (2020). *Global Education Monitoring Report: Inclusion and Education*. Retrieved from https://en.unesco.org/gem-report/
- **Regional and National Context:**
    - International School Lubumbashi (ISL). (2025). *School Safeguarding and Pastoral Care Framework*. Internal documentation.
    - Democratic Republic of Congo Ministry of Education. (2023). *National Education Policy: Quality Standards for International Schools*. Government publication.
    - Association of International Schools in Africa. (2024). *AISA Membership Standards: Admissions and Inclusive Practice*. Retrieved from https://www.aisaafrica.org/
- **Assessment and Learning Support Standards:**
    - NAPLAN/CAT4 Developer - GL Assessment. (2025). *Cognitive Ability Testing Manual*. Retrieved from https://www.glassessment.com/products/cat4/
    - American Psychological Association. (2023). *Ethical Standards for Educational Assessment and Placement*. Retrieved from https://www.apa.org/science/standards
    - International Academy of Educational Professionals. (2024). *Best Practices in Placement Assessment and Student Support*. Professional guidelines.
- **Additional Resources:**
    - British International School Network. (2025). *Global Admissions Best Practice Standards*. Retrieved from https://www.bis-network.org/
    - Parent-School Partnership Alliance. (2024). *Family Engagement in International Schools*. Research brief. Retrieved from https://www.parentschoolpartnerships.org/

14. Appendices

Appendix A: Required Forms and Documents Checklist

All Applicants (Primary, MYP, DP):

- [ ] Completed BISL Application Form
- [ ] Non-refundable Application Fee
- [ ] Copy of birth certificate (original or certified)
- [ ] Copy of passport (valid for minimum 6 months)
- [ ] Recent photograph (passport style)
- [ ] Medical records and vaccination certificate
- [ ] Languages
    - home languages, previous language of instruction, EAL history, so that EAL support is clearly anticipated.
- [ ] Previous school report cards/transcripts (if applicable)
- [ ] Learner Profile and Support History (if applicable)
    - previous learning support, speech therapy, occupational therapy, counselling, IEPs, access arrangements, medical conditions affecting learning.
    - Please describe your child's strengths, interests, and any support strategies that have helped them succeed.

Additional for MYP Entry:

- [ ] Teacher recommendations (English, Mathematics, one additional subject)
- [ ] Detailed school progress reports from previous 2-3 years
- [ ] English language assessment scores (TOEFL, CAE, or school test)
- [ ] Mathematics assessment completion
- [ ] Character reference from previous school

Additional for DP Entry:

- [ ] Full transcripts from last two years with predicted grades
- [ ] Detailed teacher recommendations (four teachers minimum)
- [ ] Counselor reference addressing academic and personal attributes
- [ ] TOEFL or Cambridge Advanced English assessment scores
- [ ] Written essay (500-750 words on assigned prompt)
- [ ] Evidence of extracurricular activities and community service (CV format)
- [ ] Psychological or educational evaluation (if previous support services received)

Appendix B: Assessment Fee Structure

Programme	Application Fee	Assessment Cost	Total (if applicant continues)
Cambridge Primary (Years 1-6)	$150	$200	$350
IB MYP Entry (Year 7)	$200	$300	$500
IB MYP Progression (Years 8-10)	$150	$250	$400
IB DP Entry (Year 12)	$250	$400	$650
IB DP Progression (Year 13)	$200	$300	$500

All fees in USD equivalent. Payment method are in cash as USD or as Congolese Francs. Assessment fees are non-refundable; application fees are credited toward enrollment deposit if admission offered.

14. Policy Review and Amendment

This admission policy is reviewed annually by the Admissions Committee and Administrative Leadership to ensure alignment with evolving international standards, school capacity, and best practices in educational access. Policy amendments are communicated to families and stakeholders through official school channels.

Document prepared by: British International School Lubumbashi Academic Leadership Team

Approved by: Head of School, Chairman

Reviewed on: August 15, 2025

Effective Date: September 1, 2025

Next Review Date: August 26, 2026

This policy document reflects best practices in international education, incorporates standards from the International Baccalaureate Organization, Cambridge Assessment International Education, and global school leadership organizations. All procedures and provisions are designed to ensure equitable access, rigorous academic standards, and inclusive learning environments supporting all students' success.