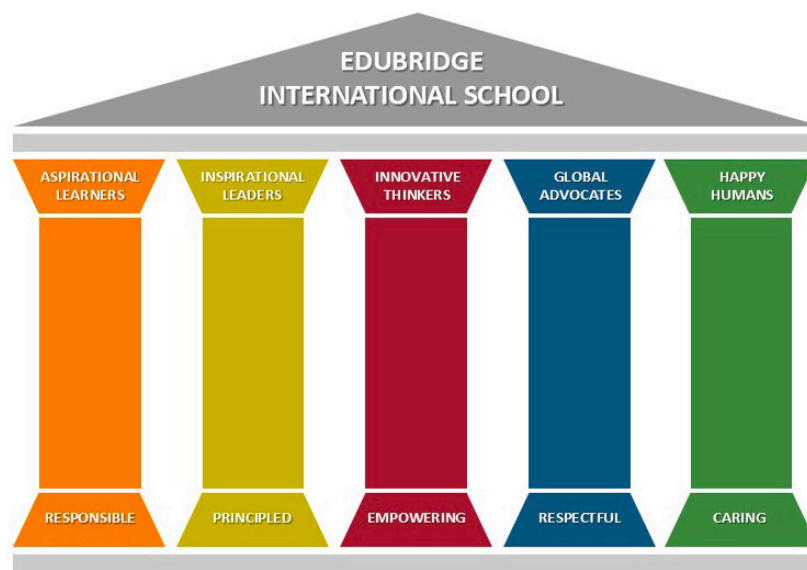




## EIS Admissions Policy



## GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

### EIS Vision

Aspirational Learners  
Inspirational Leaders  
Innovative Thinkers  
Global Advocates  
Happy Humans

### EIS Mission

*Providing well-being  
and high-quality learning  
in pursuit of varied success  
and a better world for all*

### EIS Core Values

Empowering  
Caring  
Principled  
Respectful  
Responsible



## Our School

Edubridge International School (EIS) is an IB World School in South Mumbai, offering the PYP, MYP and DP [International Baccalaureate Programmes](#). Our educational programmes have been carefully constructed in order to: i) meet the unique needs of our learning community, ii) fit all three IB Programmes and iii) reflect the best known teaching methodologies for achieving high levels of student learning and well-being. Our resulting educational model encapsulates the shared educational beliefs and practices that unite us as a diverse learning community.

## Purpose











We are an inclusive school that values diversity in all its forms. We do not discriminate on any basis, including a student's gender, civil status, family status, sexual orientation, dietary preference, race, religion or ability level. We therefore give admission to every kind of student, including those with learning barriers, provided that we can adequately meet their needs. For example, all students need to be able to use the stairwells safely, as there are no elevators in the school.

## Our curriculum

Our curriculum is more than just the subjects we offer, the lessons we teach, the work we assign, the books and technologies we use and the assessments we mark or grade. It goes beyond the books the students read, the essays they write and the transfer of thinking they demonstrate. Our curriculum design places students at the center of their own learning journey and empowers our teachers to use their professional judgment in making whatever adjustments are needed in the light of the formative assessment data that they collect and evaluate.














## Our definition of high-quality education

At EIS, offering a high-quality education means helping every child to thrive socially, emotionally and intellectually. Student thriving is described in our [EIS Learner Profile Attributes](#), which is founded on the five pillars of our vision: (1) Aspirational Learners, (2) Inspirational Leaders, (3) Innovative Thinkers, (4) Global Advocates and (5) Happy Humans. We define high-quality learning as a long-lasting improvement of capability. It encompasses the acquisition of new knowledge, deepening understanding, and building skills, and developing positive behaviors, values and attitudes. Learning happens in students' brains when synapses 'fire together and wire together'. It is best cultivated in school environments that nurture well-being, curiosity and conceptual thinking through creative exploration and rich social interaction - spaces that immerse learners in activities that are engaging, empowering, relevant to their future aspirations and 'desirably difficult'. In a nutshell, we believe that learning happens best when learners:

-  Feel happy in a positive emotional climate that is safe, caring, and inclusive
-  Identify prior learning and existing gaps before constructing new knowledge
-  Have agency to choose their own inquiries and pathways to success
-  Make their thinking visible to others through visible thinking routines
-  Give and receive high-quality feedback
-  Have resilience, believing that mistakes are a fertile part of learning
-  Use success criteria to plan, self-assess and peer-assess
-  Move systematically from 'surface learning' to 'deep thinking'
-  Apply their learning in place-based contexts that are meaningful/relevant to them
-  Experience optimal challenge (when goals are 'just beyond' and 'not too far')

## Our definition of high-quality teaching

High-quality teaching occurs when teachers: i) create an optimal learning environment, ii) strive for durable learning and iii) use the following heavy hitter teaching methods to ensure maximum learning:








-  Hold high expectations of students to set and achieve challenging goals
-  Get to know each child, adjusting to who they are and what they wish to be
-  Provide equitable access, making the curriculum accessible to every kind of learner
-  Use formative assessment to make informed decisions on what happens next
-  Provide opportunity to develop test taking skills
-  Use growth mindset language to motivate students
-  Use differentiated instruction to keep students near their ability limit
-  Use effective questioning techniques to generate rich classroom discussion
-  Use distributed practice to promote long-term memory formation
-  Nurture a cooperative ‘compete-with-self’ culture to build confidence and competence
-  Embed social emotional learning (SEL) into units/lessons to promote well-being
-  Provide deep learning opportunities for students to construct and apply new knowledge
-  Integrate global citizenship into lessons/units through real-world contexts

## Our definition of student well-being

The World Health Organization defines well-being as “a state in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. Research shows a strong correlation between student well-being and learning, with those who are high in well-being exhibiting greater productivity, creativity and academic achievement. Additionally, well-being enables students to experience positive relationships, develop prosocial behaviors, enjoy physical health and greater longevity, have a sense of freedom and purpose, and experience better physical and mental health. In other words, well-being is about feeling happy and flourishing in all aspects of one’s life. Since well-being is crucial to academic performance and quality of life, we purposefully nurture it through our social emotional curriculum, pastoral care programme, numerous support systems and our unwavering commitment to embrace diversity. Additionally, we uphold the universal values of justice, equality, dignity by embedding the UN Sustainable Development Goals across our curriculum, empowering our students in service and environmental initiatives.

## Our child protection statement








As a CIS Member School we understand that child abuse is a universal problem that violates children’s rights by harming their physical, emotional and intellectual development. We are absolutely committed to the following:

-  Upholding the UN Rights of the Child
-  Keeping children safe at all times - being a safe haven for those experiencing abuse or neglect
-  Giving precedence to our learners’ best interests in all actions and decisions affecting them
-  Honoring the special parental authority that we have for the children under our care
-  Handling all child protection matters effectively, in accordance with best practices
-  Ensuring that child protection information follows the child when they transfer from one school to the next.
-  Asking gentle child protection questions to prospective parents and children during enrollment interviews.

## **Our admissions process**

### **STEP 1**

The parent/guardian fills the inquiry/registration forms available (on the EIS website) and uploads the following:

-  Passport-size photographs (in color with white background) of the child and parents/guardians
-  Scanned copy of the child's birth certificate.
-  Scanned copy of Aadhar Card
-  Scanned copy of passport pages (parent/guardian & child)
-  Scanned copy of the child's 'School Leaving Certificate'
-  Scanned copy of clinical reports, if there are any special educational needs
-  Past academic reports, spanning the past three years (if applicable)

### **STEP 2**

The prospective parent/guardian may schedule a physical tour of the school if required- using the link provided on the website

### **STEP 3**

The school collects a non-refundable registration fee for each student applicant. Payments can be made via online (RTGS) payments, cheques, or cash.

### **STEP 4**

The admissions staff reviews and checks the submitted documents.

### **STEP 5**

The prospective student(s) appear(s) for the Online Assessment (only PYP2 and above).

### **STEP 6**

The child has a scheduled interaction with the Programme Coordinator and additionally a teacher (if required). The aim of this meeting is to help the child to get a good feel for the school to help them make the right decision. The parents/guardians of young children usually join.

### **STEP 7**

An interaction may be scheduled with the Programme Coordinator and LS Coordinator to determine if a medical and/or psychological evaluation report is needed from a school-approved child psychologist, speech therapist, developmental pediatrician or other medical practitioner.

### **STEP 8**

The school sends an email communication to the parent/guardian to convey the application status.

### **STEP 9**

The school will schedule a parent/guardian 15 minute interaction with the appropriate Programme Coordinator for the School to get to know the parents and the parents to learn about our educational model and teaching approaches. Upon request, the school can also provide a detailed overview of the academic programmes. This meeting can happen at a time of the parents' choosing (can be before or after Step 10).

### **STEP 10**

The parent/guardian pays the school fees to secure admission, at which time the school will send out the

following documents for the parents to complete and submit to the school: (1) [IBDP enrollment and admissions Policy](#) and (2) [Consent Form](#).

## Students with special educational needs

### Who is eligible for Learning Support?

Prospective Students with documented learning needs may apply for our Learning Support Programme. To date, we have accepted and supported students with ADD, ADHD, dyslexia, reading and writing difficulties, speech delay and giftedness. As these students have diverse learning requirements, adaptations to their education to develop their potential is necessary. Each applicant is considered on an individual basis and all available information is used to determine if the needs of the student can be accommodated within the current programme. If there is no formal evaluation but it appears to our Admissions Team that learning support services may be needed, the school will make a referral for diagnostic testing as a pre-condition for admission. Enrolled Students with known or suspected learning needs may be referred to the LS Department at any time by a parent, teacher or school counselor. The parents will be informed of the referral without delay by the assigned LS teacher. The Lead LS Teacher will conduct a series of classroom visits to observe the student and diagnostic tests may be used for further evaluation. The Lead LS Teacher will present their findings to the Learning Support Team\* (LST) within 5-7 working days of the initial referral. The LST will then make a team decision on whether or not the child requires learning support. The LST will inform the parents in person, explaining the reasons for it as well as the next steps to be taken. In the event that the parents are unable to provide a diagnostic report and/or unwilling to participate in the LS process, the school will nonetheless provide all the support and services that the child needs in order for the child to meet the learning and well-being needs of the child. All parents must agree to this at the time of admission.

\* The Learning Support Team (LST) comprises the Lead LS Teacher, LS Coordinator, Programme Coordinator and Homeroom Teacher.

### Required Medical Reports




The school is committed to the principle of only admitting students for whom we can provide high-quality learning, well-being and varied success. Therefore, for students with developmental or behavioral special needs, we require academic records for the past three years and a recent diagnosis with educational recommendations from a developmental pediatrician and/or child psychologist with whom the school has a pre-existing partnership. The school should be informed about any off-campus support that the child receives, such as occupational therapy, speech therapy, etc. If there is no formal evaluation but it appears that Learning Support services are needed then the school will make a referral for diagnostic testing, as a pre-condition for admission. Additionally, the school administers the Cognitive Abilities Test (CAT4) for students entering Grade 2 and above. This is a diagnostic assessment that helps the school to understand how students think in key areas of importance for learning.

### The Decision-making Process

Application decisions are made on a case-by-case basis, always with the child's best interests at heart. The final decision on admission will be based on the availability of space, all the information provided to the school by the parents, and the school's own evaluation tools. Decisions are made consultatively by the Admissions Team, learning support teachers, relevant programme coordinator and Head of School. For difficult decisions, we meet with the parents to gain helpful insights into whether or not we can fully meet the child's needs. After meeting with parents, we usually take a few days to process our thoughts, consider

all perspectives, and reach the best decision for the child. The EIS University Counselor is also part of the decision-making process for students applying to the DP Programme. Final decisions are first conveyed with an Admissions Decision email.

We use the following questions to guide the decision-making process:

-  Can the child thrive in our general classrooms: socially, emotionally and academically?
-  Do we have the necessary expertise and personnel to provide the services that the child requires?
-  Can we ensure that the child will be physically, mentally and emotionally safe in our school?

### Learning in the Mainstream

Students accepted into our Learning Support Programme will learn within the general classroom setting, to the extent possible, as indicated in their Individualized Learning Plan (IEP). In some cases a shadow teacher is required, for which there is a supplementary charge.

### Learning Support Referrals




Students currently enrolled in the school can be referred to the Learning Support Team at any time by a parent, teacher or counselor. For more details, please see the EIS Learning Support Manual.

### Home and School Partnership

Once admitted into our Learning Support Programme, our Learning Support Team will have: i) an onboarding meeting with the parents to help them to learn more about the school; ii) an information sharing meeting with the teachers to learn more about the child; iii) a quarterly IEP meeting with the parents, homeroom teacher and programme coordinator to share perspectives on the child's wellbeing and academic progress, to evaluate the effectiveness of the strategies being used, to decide the next steps that need to be taken by the child and his/her teachers, and to update the IEP collaboratively; and iv) an annual 'pathway meeting' with the parents, homeroom teacher and programme coordinator to determine whether or not EIS continues to be the best possible school for the child. If EIS is not fully meeting the needs of the child then the school must either make the needed adjustments or help the family to successfully transition into a school that is better equipped to meet the child's needs. While the former option is always preferred, the latter is sometimes better for the child. The child's best interest is central to all these meetings.


### Oversubscription







Students whose applications for admission to EIS were unsuccessful due to the school being oversubscribed will be waitlisted. Waitlists are only maintained for the school year in which admission is being sought. In the event that a placement opens up, the school will place a waitlisted student according to the following selection criteria, which are listed in priority order:

-  Number of siblings already in the school (priority increases with the number of siblings)
-  The date and time on which the application was completed
-  Children of Alumni

### Decisions on applications

Decisions on applications for admission to EIS are based on our policies and the information and documents provided to the school. **An offer of admission could be denied or rescinded for any of the following reasons:**

-  The school is oversubscribed

-  Fees are not paid on time
-  The parent/guardian does not agree in writing that the student code of conduct is acceptable to them
-  The child's family, in the opinion of the school, cannot uphold all of the EIS Core Values
-  The child's learning and/or well-being needs, in the opinion of the school, can not be adequately met
-  The parent/guardian has failed to provide full and/or accurate information/documents
-  The parent/guardian has concealed/downplayed the extent of a child's learning needs

## **Grade placement**

EIS teachers differentiate their instruction to meet the individual needs of learners, providing extra support and extra challenge as appropriate. Therefore, there is no reason for a gifted student at EIS to be accelerated (i.e., to skip a grade). For new students entering the PYP (Nursery - Grade 5), EIS adheres to the prescribed age limits of each grade level. For a new student joining EIS at the MYP or DP levels, decisions on placement are based on what is best for the child, in the opinion of the EIS Admissions Team. In the event that the new student has already been accelerated by another school, EIS may require the student to repeat a grade level. However, if the student achieves a high score on the EIS entrance test and was evidently thriving at his/her previous school - academically, behaviorally and emotionally - then the EIS Admissions Team may not require the student to repeat a grade level.

## **Notifying applicants of decisions**

Applicants will be informed in writing (by email) as to the decision of the school. There is no appeals process of the school's decision.

## **Accepting an offer of placement**

In accepting an offer of admission from Edubridge International School, the parent/guardian must indicate: i) whether or not they have accepted an offer of admission for another school or schools. If they have accepted such an offer, they must also provide details of the offer or offers concerned, and ii) whether or not they have applied for and are awaiting confirmation of an offer of admission from another school or schools, and if so, they must provide details of the other school or schools concerned.

## **Sharing data with other schools**

Applicants should be aware that the EIS will share certain information between schools in order to facilitate the efficient admission and smooth transitioning of new students into the school.

## **Sharing students' images and schoolwork online**

Once admitted in the school, EIS routinely posts images of students in its newsletter, on its website, and through the school's social media accounts. Additionally, student work may be shared online to showcase the students' talents and experiences at school. Parents need to inform the school in writing if they do not want their child(ren)'s images and/or work to be shared online.

## **School website & blog**

Our [website](#) encapsulates our core values, aspirations and all that we do as a vibrant international learning community. We encourage everyone to visit our website to be aware of the school's beliefs, policies and programmes. Additionally, we invite you to follow our school [blog](#), where our weekly posts showcase our students' activities and achievements to give a glimpse into their lives at school.









## ADMISSIONS & PROMOTIONS IN OUR ACADEMIC PROGRAMMES

### PRIMARY YEARS PROGRAMME (PYP)

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-10. The PYP ensures best educational practice, providing opportunities for our students to succeed in our rapidly changing world. As a CIS Member School we adhere to international standards, basing all decisions on what is best for the child.

### MIDDLE YEARS PROGRAMME (MYP)

The MYP is a challenging five-year programme that encourages students to make practical connections between their studies and the real world. The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for students aged 11 to 16. MYP students take the subjects shown below. In MYP 4 and 5, however, they only do one of Arts, Design or PHE.

-  Arts (Making art forms, artists, critics, curator etc. either in Visual Arts or Music)
-  Design (coding, modeling, making websites/products, entrepreneurship etc.)
-  Individuals and Societies (Integrated Humanities -- Economics, History & Geography)
-  Language Acquisition (Either Hindi, French or Spanish)
-  Language and Literature (English)
-  Mathematics
-  Physical & Health Education (with an interdisciplinary onscreen exam)
-  Integrated Sciences ( Physics, Chemistry & Biology)



The MYP culminates with a set of eAssessments that are marked externally by IB Moderators. For more details, see this [link](#). The MYP Certificate is awarded to each EIS student who meets the MYP's success criteria and has participated in years 4 and 5 of the EIS programme with at least 90% attendance. MYP students need to be registered for their eAssessments in October of their MYP 5 year. Completing the eAssessments and [Personal Project](#) are requirements of the EIS curriculum unless an exception has been granted by the School to ensure "equitable access". Opting out of the eAssessments requires approval from a special committee that includes the Homeroom Teacher, MYP Coordinator, Head of Curriculum, Learning Support Coordinator and Head of School.

### DIPLOMA PROGRAMME (DP)

Students may choose to do the IB Diploma Programme or the Certificate Course. Students undertaking the Full Diploma will select six courses - three at the Higher Level (HL) and three at the Standard Level (SL). Additionally, they will complete the requirements for CAS, Extended Essay and TOK. Course students do not have a minimum number of SL or HL subjects. Additionally, they will complete the requirements for CAS whereas Extended Essay and TOK are optional and can be dropped. To understand the placement of a student in the DP (Full Diploma versus Course Certificate), the DP admission process and subject choices, please refer to the [IBDP Enrollment and Admissions form](#)

### For students joining Edubridge International School for Grade 11

We require the following items to help us determine the appropriate programme of study and subject choices.

-  The results of the online assessments administered by EIS
-  Official report cards for the past three years



- 🔊 Individual meetings/consultations with the EIS University Counsellor and IBDP Coordinator
- 🔊 Individual consultation with the certain subject teachers, if required

### For continuing EIS students who are entering Grade 11

Any continuing student who completes the eAssessments successfully and achieves the MYP Certificate, is automatically promoted to Grade 11. At EIS, the minimum requirements for promotion into Grade 11 are as follows:

- 🔊 Meet the requirements of Service As Action
- 🔊 Complete the Personal Project
- 🔊 Score a total of at least 28 (out of 56) points on the eAssessments
- 🔊 Score at least 3 (out of 7) in each subject as well as Personal Project and Interdisciplinary Learning

### Information on DP Course Selection

Empowering students are central to an EIS Education. As such, we believe that students should be able to select their own subjects at the DP level, free of adult pressure, so long as their choices are unlikely to be disastrous. We use the term “disastrous” intentionally because poor subject choices can have dire consequences, such as inducing anxiety, shattering confidence, lowering academic achievement and restricting the students’ future opportunities. In this context, we have four approaches to ensure that all students make appropriate subject choices.

#### Approach 1 - Guidance

We give our students an abundance of individual and whole-class guidance to help them choose courses that are right for them. Through workshops, class activities, discussions, online resources, guest speakers and one-on-one sessions with our University Counsellor, we get our students thinking deeply in ways that will help them to make great subject choices. Some of the questions they explore include the following:

- 🔊 Which subjects have you enjoyed the most/least in MYP?
- 🔊 Which subjects have you found the easiest/most difficult?
- 🔊 Which subjects would you like/not like to continue at the DP level?
- 🔊 Are there new subjects in the IBDP that you would like to pick up?
- 🔊 What kinds of careers appeal to you?
- 🔊 Where in the world might you like to study? Which universities/countries?
- 🔊 What does the future hold? What shifts in the job market are likely?
- 🔊 Have you explored the full range of exciting new/emerging professions?
- 🔊 What kind of an impact do you want to make in the world?
- 🔊 Is your career/degree choice your own - or do you feel pressured by others?
- 🔊 Does your career/degree choice require specific courses (prerequisites)?
- 🔊 What are the most important skills that you should be developing for future success?
- 🔊 Are certain HL subjects needed for you to study for a particular degree?

#### Approach 2 - Parent Partnership

Parents are required to attend an IBDP orientation session before students select their DP subjects. As part of this, the school will provide a comprehensive overview of the IB subjects and the important considerations to keep in mind when helping students to make the right choices.

### Approach 3 - Restrictions

Any MYP5 student who scores a total of at least 40 (out of 56) points is allowed to choose his or her own courses in the IB Diploma Programme. Any student who scores a total of 28 to 39 points (out of 56) will have a consultation with the DP Coordinator, MYP Coordinator, University Counsellor and the parents to evaluate his/her proposed subject selection. Changes to the students' subject choices may be: i) not required; ii) recommended; iii) strongly recommended; or iv) required by the school. It should be noted that shunning the school's recommended changes seldom turns out well. In the overwhelming majority of cases, students struggle emotionally and academically when the school's advice is ignored. This applies to all subjects, and none more so than the following: Chemistry (HL and SL), Computer Science (HL), English A Language & Literature (HL), Mathematics AA (HL), Music (HL), Physics (HL) and Visual Arts (HL).

### Approach 4 - Changing Course

#### School-initiated

After the first four weeks of the school year, the DP Faculty meets to discuss each student's initial success in DP1. For any student who is not coping in one or more subjects, the Faculty will make a collective decision on whether to: i) require the student to change subject(s), ii) require teachers to customize their teaching to meet the student's individual needs; or iii) create an "*Individualized Learning Plan*" that the student and parents must agree to follow.

#### Student-initiated

If the student wants to make a subject change - for any valid reason - they must make the request in writing to the DP Coordinator. Decisions are made on a case-by-case basis with the students' best interests at heart. Course changes must be made as soon as possible, as it is exceedingly difficult to catch up once behind.

### Information about the Diploma Programme and the Certificate Programme

If a student is not flourishing emotionally and/or academically in DP1, then the school will take all needed steps to help the learner. This will include ongoing guidance sessions with the school counselor and remedial sessions with subject teachers. If, after taking all reasonable steps, the student continues to struggle then the DP Coordinator will meet with all relevant DP teachers to decide if the student should switch from the Diploma Programme to the Certificate Programme. The school will be consultative and transparent with parents throughout this process, but shall reserve the right to act in the child's best interests whether or not the parent(s) agree.

#### Works Cited

"Declaration of the Rights of the Child (1959)." *OHCHR*, United Nations, <https://www.ohchr.org/en/resources/educators/human-rights-education-training/1-declaration-rights-child-1959>. Accessed 7th August 2023

**Period of Review: April 2023 - August 2023**

<b>Name of the Reviewer</b>	<b>Role</b>
Ms. Nipa Mehta	MYP-DP Teacher
Ms. Behnaaz Mody	EYP Teacher
Ms. Fiza Jaggi	PYP-MYP teacher
Ms. Urvi Vira	PYP-MYP teacher
Ms. Gayatri Vishwanath	MYP-DP Teacher
Mr. Sandeep Thapa	EYP-PYP Specialist (Dance)
Ms. Aditi Khanna	Whole School Socio-Emotional Counsellor & Learning Support
Ms. Sunita Agarwal	Head, Well Being
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Extended Leadership team	All Coordinators, Head Of School
Members of the Board	Co-founder, Director

