



BLISS INTERNATIONAL SCHOOL

A family of learning

BIS ADMISSION POLICY



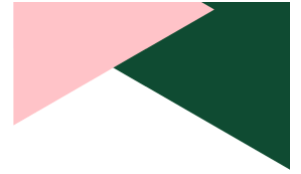
Version 2

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***BIS is an authorised school for IB PYP & IB MYP**



BIS Vision

To be the school for learners, parents and educators who seek excellence in the field of education through intercultural understanding within an active, creative and respectful learning community.

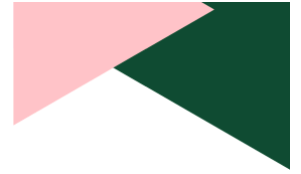
BIS Mission

- We are committed to supporting a compassionate, diverse and inclusive cultural community of lifelong learners.
- We aim to encourage them & ourselves to be respectful, tolerant, caring & peaceful global citizens leading to a better world to live in.
- To empower the learners to be knowledgeable through concept-driven & inquiry-based learning with a rigorous assessment which enables them to become independent learners.

IB Mission Statement

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 organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





BIS - Philosophy of Education

Learning Process at BLISS

In today's interconnected global world, one of the greatest gifts we can give to our students is to prepare them to thrive in the new world. We follow the motto – “Raising a global child” – with the conviction that every individual on earth is a unique star with immense potential and learning ability that can and should be nurtured. Our purpose of education is to prepare children to step into tomorrow with confidence and competence and think globally.

The driving philosophy at BLISS is that with proper care and development, every child can grow up to be a respectable and responsible global citizen with a positive attitude towards personal growth as well as the well-being of all life on the planet.

At BIS , teaching and learning practices are oriented towards stimulating intellectual curiosity, encouraging them to examine their own and alternative perspectives. The various curricular and co-curricular activities are designed such that every student gets an opportunity to learn, develop and voice their point of view while accepting others’ opinions. We also believe children need to learn about themselves and the value of “knowing thyself” is fundamental to healthy self-respect and self esteem as well as respect for other individuals.

As a community, it is essential that the children understand the value of

- Healthy relationships and social behaviour
- Resilience- fundamental to overcoming difficulties, facing challenges
- Meaningfulness and flexible pacing
- Respect for other cultures and individuals

Our school’s viewpoint on student behaviour is to reward positive behaviour. A word of praise to a student who is displaying positive behaviour and is doing what is expected of him / her, rather than reprimanding someone for inappropriate behaviour, this we think will encourage all students to behave in a positive manner. We strive to make the school a positive holistic learning environment of varied cultures and countries. Our Facilitators are guided to keep abreast with these philosophies and focus on developing students as lifelong learners.





Embedding the Attributes of Learner Profile

We at BLISS promote these attributes across the school community by instilling them in our school culture.

As Inquirers

- Learn with enthusiasm
- Be independent
- Be a Lifelong learner

As Knowledgeable

- Develop and use conceptual understanding
- Explore and engage issues of local and global significance

As Thinkers

- Analysing and taking responsible action
- Exercise critical and creative thinking to analyse the problem

As Communicators

- Express yourself confidently
- Collaborate effectively
- Listen carefully to the perspectives

As Principled

- Uphold Integrity
- Demonstrate honesty
- Act with sense of justice

As Open-Minded

- Willingness to grow from the experience
- Seek and evaluate point of views
- Appreciate all. cultures & values

As Caring

- Empathise & respect others
- Make a positive difference to the environment

As Risk-Takers

- Approach uncertainty with prudence and perseverance
- Explore new ideas and strategies

As Balanced

- Balancing intellectual, physical and emotional well being
- Recognise your interdependence with others

As Reflective

- Identify your strength and weakness
- Consider your own ideas and experience thoughtfully

Objective and Overview of Admission Policy at BIS

5A. Objective of Admission Policy

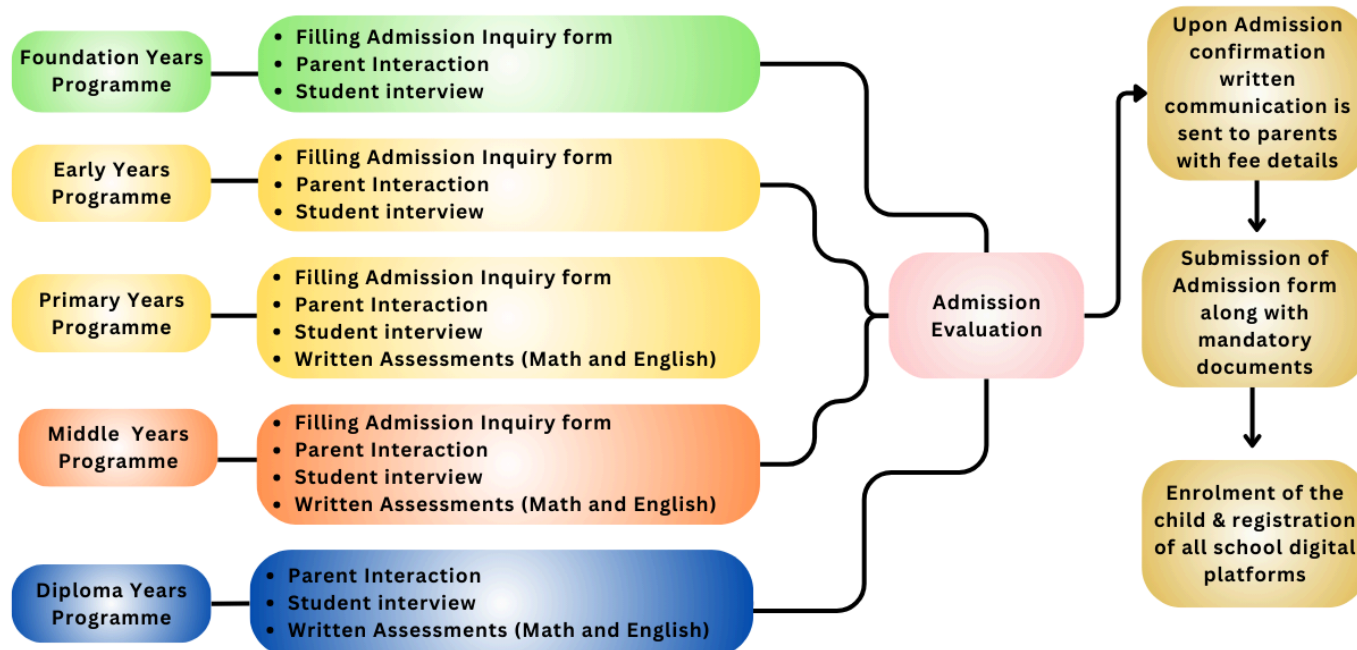
BIS emphasizes diversity and inclusion in the admissions policies, seeking to create a student body that reflects a variety of backgrounds, perspectives, and experiences.

The objective of the admission policy is to ensure that students of all backgrounds and needs are welcomed for admission. Admission process is followed to ensure students capable of succeeding in the rigorous academic environment of the IB curriculum and are a good fit for the school's educational philosophy are invited for admission to contribute positively to the school community, while also promoting principles of fairness, diversity, and inclusion.

5B. Overview of Admission Policy

- BIS admission policy outlines the criteria and procedures for admitting students to the school.
- The policy will define the eligibility criteria for admission, which may include academic achievement, language proficiency, and other prerequisites. This ensures that students entering the IB program have the necessary foundation to thrive in an academically challenging environment.
- The policy outlines the procedures for applying to the IB program, including deadlines, required documents, and any additional steps such as interviews or entrance exams. This ensures a fair and transparent admissions process for all applicants.
- The policy involves parental involvement or commitment to support their child's education which fosters a partnership between the school and parents to promote student success.

BIS Admission Procedure



Source : BLISS International School, Pune, India

The academic year at BIS starts from July. The process below is followed for all parents from the inquiry stage to admission.

Step 1: Inquiry for the admission

Parents meet the admissions officer after filling out an inquiry form that contains basic information of the child and contact details of the family. Parents are encouraged, at the time of admission, to furnish all relevant information pertaining to the application. Any omission of the information relevant to the student like special needs or information relating to medical aspects of the ward may result in the reconsideration/review of admission.

Step 2: Familiarizing with School & IB Philosophy

We encourage all parents who come for admissions inquiry to visit the campus while the school is in session in order to tour the facilities and feel the atmosphere live in action. The admissions staff will assist the parents with the school tour. In case a parent walks in without an appointment, the school tour will depend upon the availability of the admissions team. We try our best to accommodate all parents depending upon the staff schedule.

During the inquiry, the admissions team gives a broad overview of the school facilities and activities to the visiting family and familiarizes them with the school's philosophy. Parents also meet the programme coordinator(s) to understand the curriculum in detail.

Step 3: Prior Knowledge Assessment & Interactions

Post this visit, if the parent is interested in seeking admission at BIS, following path will be followed:

Admission Types	Interaction with Coordinator	Written Prior Knowledge Assessment	Subjects Assessed
FYP 1 & FYP 2	✓	NA	NA
Nursery Prep 1 & Prep 2	✓	NA	NA
PYP 1 to PYP 5	✓	✓	English & Math
MYP 1 to MYP 3	✓	✓	English & Math
MYP 4 & MYP 5	✓	✓	English, Math & Science
DP1 & DP2 Internal promotion	NA	NA	NA
DP1 & DP2 External IB Admission	✓	✓	English & Math + 250-word essay
DP1 External Non-IB Admission	✓	✓	English & Math + 250-word essay
DP2 External Non-IB Admission	Not eligible for admission to DP2 directly		

The fee details are shared and a prospectus is handed over.

On the day of the assessment, for PYP, MYP & DP, the admissions team conducts grade-level written assessments followed by mandatory interaction with the student and the programme coordinator.

Step 4: Admission confirmation

Based on the assessments, interaction, and last performance reports, the admissions committee makes a joint decision about the admission, and the same is communicated to the parents via written communication. The fees are shared and an application form is issued to be filled along with the submission of following documents.

List of required documents:

1. Passport size photographs - (Parent's & Child's)
2. Aadhar card photocopy - (Photocopy of Parent's & Child's)
4. Birth certificate (Photocopy of Child's)
5. Passport (if applicable) - (Photocopy of Child's)
6. Last year progress report (Photocopy)
7. School's Leaving Certificate (Original, issued by previous school)

Transfer certificate (if applicable)

The required documents are proof read and parents process with admission formalities. The account dept issues the receipts for relevant payments.

Please note the fee structure is subject to periodic review and modification

Step 5: Enrolment of the child

- Once a student's admission is confirmed, the school initiates the process of creating a school email ID for the student and giving access to parents for school platforms.
- The school's IT department set up email accounts for the students using the school's domain. These email addresses typically follow a standard format (e.g., studentname@bkfbliss.org)
- Parent Access: Parents are provided with login credentials and instructions booklet on how to access the platforms
- School personalized applications - [BLISSIANS](#)
 - [School ERP](#)
 - [Toodle](#)
 - [Raz Kids](#) (Applicable from Nursery to PYP 5)

Admissions Criteria

Foundation Years (FYP 1 & FYP 2) & Early Years (Nur Perp 1 & Prep 2)

A formal parent and student's interaction will be done to understand the child's readiness for school, age-appropriate development, and range of skills for further development. There are no written tests for these students.

Primary Years (PYP 1 to PYP 5)

All students applying for admission in Grade 1 to Grade 5 are required to appear for a written assessment in Maths and English followed by an interaction with the programme coordinator to evaluate the child's prior knowledge and readiness for school along with numeracy & literacy skills. This is used to determine the level of assistance that the student will require to settle in school.

Middle Years (MYP 1 to MYP 5)

The eligibility requirements for admission into Middle Years Program from Grades 6 to 10 is as follows:

- Students should have successfully completed their Grade 5 in any curriculum.
- For grades 6 to grade 8, the admission assessment is based on English and Math. For grades 9 & 10, the admission assessment is based on English, Math and Sciences.
- This will be followed by an interaction with the Programme Coordinator.
- The programme coordinator will also evaluate the child's prior knowledge and readiness for undertaking the personal project.

Diploma Program Years (DP 1 & DP 2)

The eligibility requirements for admission into DP for Grades 11 & 12 are as follows:

- Students should have successfully completed their Grade 10 in any curriculum.
- Academically talented students who are highly motivated and have good study habits.
- Submission of a completed Student IBDP Application.
- Typed 250-word essay on "Why you are interested in the IB Diploma Program".
- Appearing for the admission assessment which is based on English and Math.
- Submitting BIS- Extended Essay Declaration.

- Favorable Teacher Recommendations from the previous years.
- Parent/Guardian Reference Form.
- A review of the student's transcript with a recommended minimum 40 percent or equivalent.
- Learning skills that suggest self-discipline and commitment to academic success.
- Proficiency in English as demonstrated by a recommended minimum score of 50 percent in the previous year.
- Exceptions to this admission policy are students with identified and documented learning or behavioral issues where additional support may be necessary.
- DP1 candidates will refer to the appendix to select their subject combinations of 3 HL & 3 SL.

As the IBDP Program is a rigorous course of study that requires an immense amount of independence, personal time management, and responsibility, if a student enrolls in the IBDP program at BIS, the student agrees to academically invest themselves and continue in that strand throughout.

External IB student

A minimum final grade of 3 in each of the following subject groups: language & literature, language acquisition, individuals & societies, science, and math. One teacher recommendation that addresses student behavior, attendance, motivation, and self-discipline will strengthen the student application.

External Non IB students

Admission assessment will be conducted in English & Math. Students must secure a minimum of 40 % in both the assessments. An interaction is organized between the student and the Programme Coordinator. The admissions team will inform the parent of the interaction details and the assessment result within 3 working days.

Assessments of outstation students

If any outstation students wish to seek the admission at BIS, the assessment is conducted virtually. Once the assessment date is decided, the admission team will send an email with all the guidelines and Google Meet link. The assessment will be followed with an interaction with the programme coordinator.

Promotion of internal students

BIS Students of Middle years are expected to achieve a minimum of 3 out of 7 in each subject to be eligible for promotion to DP1.

Waiting List:

When the eligible applicant increases as compared to available seats, a waiting list is created and admissions are offered on a first come first serve basis as and when vacancies arrive.

Transfer Certificate

TC will be provided only after the dues are cleared (tuition fees, cafeteria fees , transport fees) and acknowledgement for the same is received through the Accounts Department.

TC will be issued to all students irrespective of their grades, in case of siblings TC will be issued to all the siblings and not any particular child.

Admission Age criteria

Course	Grade	Minimum Age as on 30th June
FYP	FYP 1	6 Months
FYP	FYP 2	1 Year 6 Months
PYP	Nursery	2 Years 6 Months
PYP	Prep 1	3 Years 6 Months
PYP	Prep 2	4 Years 6 Months
PYP	PYP 1	5 Years 6 Months
PYP	PYP 2	6 Years 6 Months
PYP	PYP 3	7 Years 6 Months
PYP	PYP 4	8 Years 6 Months
PYP	PYP 5	9 Years 6 Months
MYP	MYP 1	10 Years 6 Months

MYP	MYP 2	11 Years 6 Months
MYP	MYP 3	12 Years 6 Months
MYP	MYP 4	13 Years 6 Months
MYP	MYP 5	14 Years 6 Months
DP	DP 1	15 Years 6 Months
DP	DP 2	16 Years 6 Months

Students with Special Education Needs

Our school is committed to providing an inclusive educational environment where every student can thrive. To uphold this commitment, we welcome applications from students with special learning needs and strive to accommodate their unique requirements to facilitate their academic, social, and emotional growth. Upon receiving an application from a student with special learning needs, the school's Inclusion Team will conduct a thorough evaluation to understand the specific requirements of the student. This evaluation is essential to determine if the school will be able to cater to the needs of the students.

Steps for Admission for Students with Special Needs:

1. The Admissions Department handles the initial inquiry as soon as it is determined that the child has special learning requirements. The Access & Inclusion team is notified by the admissions department to proceed with the inquiry. If there is a vacancy in the class, the inquiry will proceed. The Founding Head of School and the Access and Inclusion Coordinator will decide if the school is able to provide required support to the student and only then the admissions process is taken to the next level.
2. The parent & student interaction is scheduled with the Access & Inclusion Coordinator.
3. Parents are requested to bring all the recent medical and psycho-educational evaluation documents, previous school records and notebooks along with them during the interaction, provide all relevant information about the child's needs, diagnosis, and professional evaluations, if available.

4. Alternatively, they can email scanned copies of the documentation to the admissions team prior to the meeting.
5. In the event the student is unavailable during the initial parent interaction a student interaction with the Access & Inclusion Coordinator is again organized. This interaction uses the play-way approach to determine the child's comprehension level and suitability for the school setting. It becomes necessary and important to screen the child's level of comprehension through an informal interaction by the Inclusion team.
6. If the school is able to provide the required support to the student, the admissions process is taken to the next level.
7. The final decision of the student admissions is taken based on the observation and evaluation of the Access & Inclusion Coordinator in collaboration with the Dean of Academics and Founding Head of School.
8. The Inclusion Team and HRFs will engage in the ongoing monitoring and observation of students' academic, social, emotional, and behavioral progress.

Confidentiality: All information provided by parents regarding their child's special learning needs will be treated with utmost confidentiality. This information will only be disclosed to relevant school personnel directly involved in the student's education and support.

In case the need is identified at a later stage

In the event that a special educational need is identified for a student after the admission, it is determined that relevant information about the child was withheld during the admissions process. The school retains the right to examine and review an admission. Following are the steps which will be followed

- If a student demonstrates challenges or areas of concern that may indicate the presence of special needs, **after the school has admitted the child** we will initiate a collaborative process involving the Founding Head of School , Programme Coordinator, Access and Inclusion Coordinator, HRF's, and parents or legal guardians.
- The school will recommend the child to undergo a certain evaluations and assessments as suggested by the Access & Inclusion department. The school expects parents or legal guardians to actively participate in getting the evaluations done and sharing the reports with the Access & Inclusion department.

- The child will be transferred immediately to the Access & Inclusion department, and the SEEN fee structure will be effective immediately.
- It is important to note that parents or legal guardians will be held liable for any costs associated with the provision of specialized services (therapists, developmental pediatrician and psychologist) required to meet their child's identified special needs, as determined by the school.

Note - Admission for any special learning needs to proceed if

1. Vacancy and availability of seats
2. If we are able to meet the child's requirements
3. As students progress through their academic journey, their needs may evolve. Therefore, the school will regularly review and reassess the support and accommodations provided to students with special learning needs to ensure that they remain appropriate and effective. If the school is unable to fulfill the required needs of the child they will get in touch with the parent to provide an update.
4. We make all possible efforts to ensure that children are given the best education as per their needs based on IEP developed for them. We provide special education set up along with experts specialized in educating specialized children hence the fee structure for children with special learning needs is different from the students studying in regular class setting.

Please note the fee structure is subject to periodic review and modification

Role and Responsibilities

The role of the Founding Head of School

- responsible for developing and implementing the school's admission policy.
- ensuring the policy is transparent and easily accessible to all stakeholders, including prospective students, parents, and staff.
- clear communication of admission criteria and procedures helps maintain trust and confidence in the institution.
- ensuring that the admission process is fair, transparent, and free from bias or discrimination.
- oversees the selection process for admitting students, which may include reviewing applications, conducting interviews, and evaluating other relevant information.

- analyzing enrollment data, soliciting feedback from stakeholders, and benchmarking against best practices.
- representing the school to the public, including prospective students and their families.
- involved in evaluating prospective students' academic qualifications and determining their suitability for the IB program.

The role of the Dean of Academics

- collaborating closely with the Founding Head of School, in putting in place, developing, and implementing all policies that govern the educational environment of BIS.
- work alongside the Founding Head of School to oversee the implementation of these policies, ensuring that they are effectively communicated to all stakeholders and integrated into the daily operations of the school.
- to ensure that admission policy complies with all applicable laws, regulations, and accreditation standards.
- regularly evaluate the effectiveness of the admission policy and make adjustments as necessary to ensure it aligns with the school's mission, goals, and values.

The role of the Parents

- providing accurate information during the application process and adhering to any agreements made upon acceptance of an admission offer.
- actively participate in PFSC & orientations to voice their opinions and concerns.
- engage in open dialogue with teachers and administrators to stay informed about policies and provide feedback or suggestions for improvement.
- demonstrating the importance of following rules and respecting school policies.
- building a strong partnership that fosters a supportive environment for implementing and enforcing school policies.
- provide valuable feedback on existing policies, highlighting areas that may need adjustment or improvement.

The role of the Programme Coordinator

- helps to implement the school's admission policies, ensuring they align with the IB's standards and principles.
- the prior knowledge assessment/ interaction with parents and students are well taken.
- serves as a point of contact for prospective students and their families regarding IB requirements for admission.
- involved in assessing the students' capabilities through prior knowledge/ interaction, filling the interaction form and providing required data to the Founding Head of School to take informed decisions.
- collaborates with the school's admissions team to ensure a smooth and fair admissions process.
- organize information sessions, open houses, and other events to showcase the benefits of the IB curriculum and attract potential applicants.

The role of the Access & Inclusion Coordinator

- ensures that the admissions process is accessible to all students.
- collaborates with the admissions team to process the admission of the students with Special learning needs.
- recommending the essentials preliminary and tests to the parents looking for admission with Special learning needs for their child.
- reviewing the document and test result submitted to contribute in making an effective decision for admission.
- ensuring that admission is process for those students who needs can be well catered to.

Integrating Admissions Policy with other School Policies

This policy is a working document and is actively linked with the other policies of the school which include Language, admission, inclusion and academic integrity policy.

Steering Committee

The policy committee comprises Admissions team, Coordinators across programmes, Dean of Academics and Founding Head of School /Board Advisor and the Board. It is the responsibility of the committee to oversee the procedures needed to develop and implement the respective policy of the school, communicate the same to all stakeholders and ensure that the process of compilation and review is collaborative and involved. The decision taken by the trust/society would be final and binding upon all. All the relevant IB publications and developments are taken into consideration.

Communicating the Policy

This policy is available for viewing on the school website. All stakeholders are welcome to send any suggestions for the policy at bisfeedback@bkfbliss.org.

Reviewing the Policy

The school shall review the policy once a year in the month of May to keep up with changes in the requirements of students and the perceived effectiveness of the policy. This policy shall be reviewed prior to the start of each new academic session where the steering committee of this policy comes together and takes reflection upon the last academic year and suggests and makes changes for the benefit of all the stakeholders.

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Foundation Years
Programme

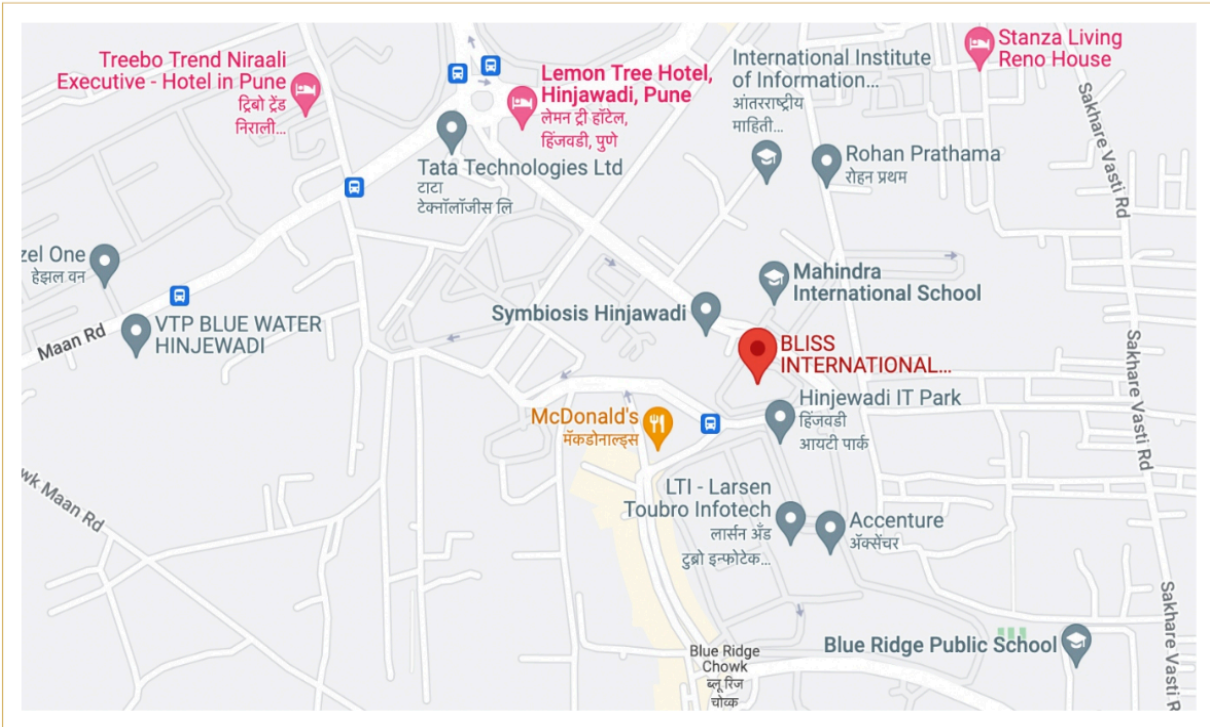


Primary Years
Programme



Middle Years
Programme

LOCATION



We  doing what we do

Committed to excellence in education

BLISS International School

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