



OSNOVNA ŠOLA DANILE KUMAR
DANILA KUMAR INTERNATIONAL SCHOOL
Gogalova ulica street 15, 1000 Ljubljana, Slovenia



ADMISSION POLICY

All members of the Danila Kumar International School community should exhibit the attributes of the Learner Profiles, which are linked with the Admission Policy: to be open-minded, caring and to communicate in an honest way and within socially established procedures.

MISSION STATEMENT

At Danila Kumar International School we are dedicated to fostering a multilingual and dynamic learning community through our esteemed International Baccalaureate programmes.

By centring on inquiry and student-driven approaches, we aim to nurture the individual potential of each learner, equipping them with the knowledge, skills, and attitudes necessary for success in a rapidly changing world.

Our commitment to academic excellence, social and emotional growth, as well as ethical conduct, prepares the learners to become principled, responsible and open-minded global citizens.

Emphasising well-being, respect, and inclusivity, we empower our students to engage meaningfully with local and global communities, driving forward a sustainable and peaceful future.

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1. PURPOSE

This policy was created with the purpose:

- To admit students based on fair and equitable criteria, irrespective of background or socioeconomic status.
- To admit students who meet or exceed academic standards, ensuring a high-quality learning environment.
- To comply with legal and regulatory requirements related to admissions.
- Establish transparent and consistent admission processes.
- To admit students within the institution's capacity, considering available resources.

When creating this document, particular attention has been paid to the following International Baccalaureate practices and requirements as published in Programme Standards and Practices (2020) for the Primary Years and Middle Years Programme:

- Culture 1.1: The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s).
- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students.
- Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
- Student support 2: The school identifies and provides appropriate learning support. (0202-02)
- Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

2. INCLUSION

Danila Kumar International School is dedicated to providing an inclusive environment for all students to access our IB programmes. However, with the current professional staff structure at DKIS, we cannot offer sufficient support to students with severe learning disabilities, whether the disability is related to physical motor skills, hearing, speech, severe autism or other such developmental disorders. While DKIS may not offer support for students with severe learning disabilities, we firmly believe in the uniqueness of each student. Our philosophy centres on the student as an individual, and we actively encourage open discussions with parents regarding their child's learning support requirements. Through individual assessments and personalized considerations, we strive to understand and address the specific needs of each student, fostering an inclusive educational environment. To properly assess a situation, parents of children with learning difficulties who are being considered for admission to DKIS must inform the school about their child's learning support requirements. Furthermore, parents must present a psycho-educational assessment conducted by a licensed educational psychologist within the previous two years, if applicable.

In the case where the parents do not provide a psycho-educational assessment or the child has been previously diagnosed with a learning disability, DKIS reserves the right to revoke admission at any time during the first three months after enrolment. The same will transpire if the Admission Committee (Head of the International Department, PYP or MYP coordinator and school counsellor) determines that a student requires more support than DKIS can provide.

For more details, refer to the Inclusion Policy.

3. LANGUAGE

Teaching and learning at DKIS is given in the following languages: English as the language of instruction, Slovenian language as the host country language and German, French and Spanish as additional languages offered from PYP 5 onward.

The enrolment procedure also includes an interview, during which prospective candidates, except for those entering kindergarten, are assessed on their proficiency in the English language. If a candidate is recognised as an EAL beginner student, the parents or legal guardians of the candidate must organise additional EAL lessons, prior to the enrolment. Upon enrolment, we keep records of the students' progress in language development for EAL students, which gives the school the necessary information used for student placement. If a student is an EAL candidate, they are placed in the EAL programme instead of mainstream English lessons. The monitoring of their progress in EAL lessons is carried out regularly. The EAL teacher cooperates with the homeroom and subject teachers and enables the student to progress at their level of English as well as to learn the subject-specific terminology and concepts. If the progress is rapid in these areas, but the student still needs support, they can transfer to EAL lessons at the intermediate level from PYP 2 onwards. These are offered once or twice a week before or after regular lessons and are obligatory for those students.

For more details, refer to the Language Policy.

4. CURRICULUM AND ASSESSMENT

At Danila Kumar International School, we recognise the importance of fostering lifelong learners. To ensure students are motivated to actively participate in IB programmes and remain committed throughout, we are dedicated to actively developing and strengthening their self-management skills.

Our commitment to inclusivity goes beyond admission criteria. To ensure the widest possible engagement of students in our IB programmes, we continuously adapt and develop our curriculum. This involves collaborative efforts amongst our educators, regular reviews, and responsiveness to the diverse needs of our student body. Our curriculum is designed to foster an inclusive learning environment that celebrates diversity and promotes the active participation of all students.

The assessment process in the PYP and MYP is holistic. Teachers use various tasks, strategies and tools to give every student the possibility to develop to the best of their ability in their own way. Alongside subject teachers, students, peers, and other teachers, outside experts and the school community are also included in the assessment process to help create a culture of continuous learning and intellectual growth. The students get their final report cards if they have been enrolled at Danila Kumar for at least 3 months in the PYP and 5 months in the MYP during a school year, if not, they will receive a certificate of attendance.

For more details, refer to the Assessment Policy.

5. ADMISSION CRITERIA AND PLACEMENT

We accept a maximum of 15 students in the PYP early years classes and 20 students in the PYP and MYP. The number of students per class can be reduced if there are students with special needs in the class, as specified in the decision on their educational placement. In this case the number of students in the class is determined by the school's committee (Head, PYP or MYP coordinator, school counsellors and homeroom teacher). When there are more applicants for a particular class than places available, the Admission Committee will consider the following priorities before reaching a final decision:

- Does the applicant have siblings or family members who either currently attend or previously attended DKIS?
- Does the applicant require learning support that DKIS cannot fully provide?

Placement is primarily determined by the student's academic records from the previous school year, indicating the completed grade.

For candidates entering the MYP department in their first year of IB education, special consideration will be given. These candidates may be placed in the same class or grade level for their first year at our school.

After a trial period of 2 to 4 weeks, the placement will be subject to review.

Thorough consultation with all parties concerned, including teachers, administrators, and parents, will be conducted to assess the appropriateness of the initial placement. Regular communication channels will be established to ensure ongoing feedback from teachers, students, and parents, regarding the effectiveness of the placement strategy.

6. ADMISSION PROCESS

At Danila Kumar International School, we understand that successful participation in our IB programmes begins with comprehensive guidance and support for students and their families. Prior to enrolment, our dedicated team provides detailed information and counselling sessions, offering insights into the expectations, challenges, and unique features of the International Baccalaureate programmes in order to empower families and students to make informed decisions regarding their educational journey.

DKIS accepts applications throughout the school year. The applicants will go through the following process:

1. Contact DKIS via phone (+386(0) 563 68 34), via e-mail (inter@os-danilekumar.si) or DKIS website: <https://en.os-danilekumar.si/>
2. An appointment will be scheduled at DKIS or via a video conference call at a mutually convenient time.

The following documentation is **necessary** for all students applying to attend Danila Kumar International School:

- A completed application form to attend the International Kindergarten, Primary or Middle Years programme.
- The child's academic records from their previous school year, translated into English if necessary. Kindergarten students may be exempt from this requirement.
- A photocopy of the student's passport or identity card displaying their photo.
- A recent medical health certificate
- Psycho educational assessment if necessary.

Applications will not be considered complete until all documentation has been submitted. If necessary, families may be asked to provide further supporting documentation to help facilitate the admission process.

3. The Admission Committee will review the application promptly and provide feedback.
4. Applicants who meet the admission criteria will be invited for an interview at DKIS or via video conference. The Admissions Committee will then review the interview. The decision will be communicated to families via e-mail.
5. Accepted students will be offered a conditional place in the grade level they applied for. During the first three months of enrolment, the DKIS team will monitor language acquisition, academic development and social-emotional issues. DKIS reserves the right to revoke admission at any time during the first three months of enrolment if the team determines that the student requires more support than the DKIS programme can provide.
6. Students placed on the waiting list will be offered a conditional place at their relevant grade level when space becomes available.
7. Students who are not accepted will not be offered a place at the grade level they applied for.
8. Upon acceptance, families must sign the DKIS Registration Contract.
9. To complete the admission, the school must receive one month's school fees within 10 days upon signing the contract, which is held by the school as a deposit to cover the last month of the school year or the last month of the child's attendance fee, should they leave during the school year.

10. Re-enrolment of Current Students: Current DKIS students are given priority for enrolment in the following academic year. To secure a place for the following academic year, all financial obligations relating to the current academic year must be settled in full by 20 June, unless a written payment agreement has been approved by the school administration. Students whose financial obligations have not been settled by this date will not be eligible for re-enrolment in the following academic year. The school reserves the right to withdraw the offer of re-enrolment and allocate the place to another applicant if the above conditions are not met.

7. ALIGNMENT WITH OTHER DKIS POLICIES

The Admission Policy at Danila Kumar International School is intrinsically linked with other school policies, ensuring a cohesive approach aligned with the principles of the International Baccalaureate. Regular cross-referencing and collaborative reviews are conducted to maintain consistency across policies.

Alignment with our Assessment Policy → The Admission Policy is linked to the Assessment Policy as both ensure that students are admitted based on fair criteria and are continuously supported through holistic assessment to achieve their full potential in the IB programmes.

Alignment with our Academic Integrity Policy → The Admissions Policy is aligned with the Academic Integrity Policy by ensuring that students enter the school under fair and transparent criteria while upholding the values of honesty, responsibility, and ethical conduct in their academic journey.

Alignment with our Inclusion Policy → The Admission Policy aligns with the Inclusion Policy by ensuring that all students have fair access to the IB programmes while considering the school's capacity to support diverse learning needs.

Alignment with our Language Policy → The Admission Policy is connected to the Language Policy by ensuring that students' language proficiency is assessed during the enrolment process and that appropriate language support is provided to facilitate their learning in the IB programmes.

Policy Review Process: As part of our commitment to continuous improvement, the Admission Committee conducts regular reviews of admission conditions and processes following the 0301-02 practice '*Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.*' published in Program Standards and Practices (2020).

These reviews occur every 6 months, contributing to the efficient operation and increasing sustainability of our IB programmes.

This Admission Policy was last reviewed by staff, parents and student representatives on 15 January 2024.

8. REFERENCES

This policy is based on the following documents:

- *PYP: From Principles into Practice*. International Baccalaureate Organization, 2018. Updated 2024.
- *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes*. International Baccalaureate Organization, 2020.
- *MYP: From Principles to Practice*, International Baccalaureate Organization, 2022.
- *Programme Standards and Practices*. International Baccalaureate Organization. 2020.