

INTERNATIONAL SCHOOL OF KARLSKRONA



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Admissions Policy



Acknowledgements

This admissions policy was put together by a variety of stakeholders. An admissions policy committee was formed in September 2021 with the goal of creating an admissions policy. Thanks to all staff input, but a special thanks goes to the following people:

Safaa Nilsson: MYP Language & Literature and Individuals & Societies Teacher

Nada Alatic: PYP Homeroom Teacher

Edina Araneta Sarenas: PYP Homeroom Teacher

Ella Mona Persson: PYP and MYP Coordinator

Convention on the Rights of the Child: The children's version

Article # 28. Access to education

“Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children’s rights and never use violence.”

(Source www.unicef.org)

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The IBO Mission Statement:

"The International Baccalaureate Organization (IBO) 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

International School of Karlskrona's Mission Statement

"The International School of Karlskrona will provide a learning-focused environment that stimulates creativity and innovation in a culture of collaboration and respect so that each student develops the skills and knowledge to become internationally-minded and a lifelong learner."

Purpose of Policy

The School disseminates this policy document to staff at the beginning of each academic year. ISK's Admission policy applies to the whole school and is to be communicated to and understood by all faculty members. By communicating our beliefs, the procedure, and criteria of admission, in this document, as well as ensuring a collaborative approach in the production and revision of this policy, we expect all stakeholders - students, families, and staff included - to be guided by this policy in regards to all admission related inquiries and procedures.

Our Admission Beliefs

- International School of Karlskrona (ISK) is an inclusive school.
- ISK celebrates and embraces diversity.
- Year round, ISK accepts applications and does not discriminate based on background, race, ethnicity, faith, national origin, strengths/challenges, age, social or economic status, language, gender, or sexuality.
- The regulations of admissions apply to all applicants equally.
- ISK is fully committed to ensure that our PYP and MYP programs are delivered to the highest possible standards, supporting our students' personal and academic growth and development. We strive to admit rather than prohibit entry and we strive to cater for the unique needs of all learners. To this regard, we reserve the right to decline admission if there is a reason to believe that it would not be in the best interest of the applicant or the school.
- Learners in need will get EAL (English as an Additional Language) support and translanguaging techniques will be used in all classrooms to support all learners. However, for entry into MYP 4, and a possible future MYP 5, Phase 3 level of English is expected and preferred in order for learners to adequately access the curriculum and benefit from our programs.
- ISK's PYP and MYP programs build a solid foundation for further studies in Sweden and/or abroad, within and outside of the four IB programs.
- We expect that students and families that decide to apply to ISK share our values and beliefs such as:
 - IB's and ISK's mission statements (previous page)
 - Fostering IB Learner Profile Attributes
 - International-mindedness, including embracing all faiths, nationalities, backgrounds, dispositions, and skills
 - Developing agency supports individuals' sense of self-efficacy and a sense of empowerment - in and outside of school
 - Developing Thinking, Research, Communication, Social and Self-management Skills (ATL-skills) is as important as learning subject specific content and supports subject content knowledge, understanding, and application
 - Conceptual understanding of knowledge transfers beyond subject disciplines to other contexts in life and makes learning meaningful.
- Our admissions policy is designed to provide fairness and transparency and encourage diversity and inclusion in our classrooms.
- ISK is committed to excellence. We have small classes and a high teacher-student ratio.
- The final admissions decision is made by the Head of School supported by input from and the IB PYP and MYP Programme Coordinator and/or a possible future Deputy Head of School.

Admission Criteria

ISK is run by the local board of education and is open to international families. Prospective applicants need to fulfill a minimum of one of the following criteria, set by 'Skolverket', the Swedish National Agency for Education:

- The child is a resident in Sweden for limited period of time
- The child has attended school in another country for a significant amount of time
- There is a well-founded reason to expect that the child will move abroad for a significant amount of time
- The child uses English as the primary language to speak with at least one of his/her parents.

In case of que, priority is given to applicants with siblings in school.

Upon successful completion of application (see next page), students will, class size permitting, be admitted throughout the academic year.

Application Process

- 1) Choose school via the municipality's website: [School choice - Application](#), send completed application to: Kunskapsförvaltningen, 371 83 Karlskrona
- 2) Application Form Part 1 is filled in by legal guardian(s) and sent to ISK's School Administrator and IB Program (PYP and/or MYP) Coordinator (at the time of authoring this policy, Ms. Isabelle Wester and Ms. Ella Mona Persson). Link: [International School of Karlskrona - karlskrona.se](#). N.B. Step one (selection of school above) must be completed before the application directly to school can be processed.
- 3) Application Form Part 2 (PYP or MYP specific) is filled in by current or last school representative(s) and sent straight to ISK via email or postal service. Link: [International School of Karlskrona - karlskrona.se](#)
- 4) The last one to two academic report cards and/or related certificates from previous school(s) are also sent directly from current/previous school to ISK. One or many work samples may supplement documentation.
- 5) Once all documents are received, the prospective student(s) and his/her/their legal guardian(s) will be invited to an interview by ISK's PYP and/or MYP coordinator or other ISK staff member.
- 6) On a case by case matter, ISK may also request:
 - Trial class for one day, along with:
 - Observational notes from the teacher(s) executing the trial class(es)
 - Medical records
- 7) An IB program (PYP and/or MYP) Coordinator sends review and endorsement to the School Administrator.
- 8) Head of School and/or PYP & MYP coordinator make the final decision for student admission based on:
 - I) admission criteria
 - II) collected evidence
 - III) if we believe we will be able to accommodate the applicant's needs
 - IV) if the current class size permits additional students.
- 9) The School Administrator informs the legal guardian(s) of the decision and starting date and sends an 'Agreement to Admission' form for the legal guardian(s) to sign. All legal guardian(s) must sign this form.
- 10) Once the agreement is signed and returned to the School Administrator, the child/ren can start school on the date stated in the form.

All documents can be requested from the School Administrator (at the time of authoring this policy, Ms. Isabelle Wester, isabelle.wester@karlskrona.se).

Completed forms must be sent back to both the School Administrator (Isabelle Wester, see above) and the PYP and MYP Coordinator (at the time of authoring this policy, Ms. Ella Mona Persson, mona.persson@skola.karlskrona.se).

ISK reserves the right to decline admission to prospective students based on failure to supply the above or based on the judgment that ISK is unable to adequately meet and support the learner(s)'s needs.

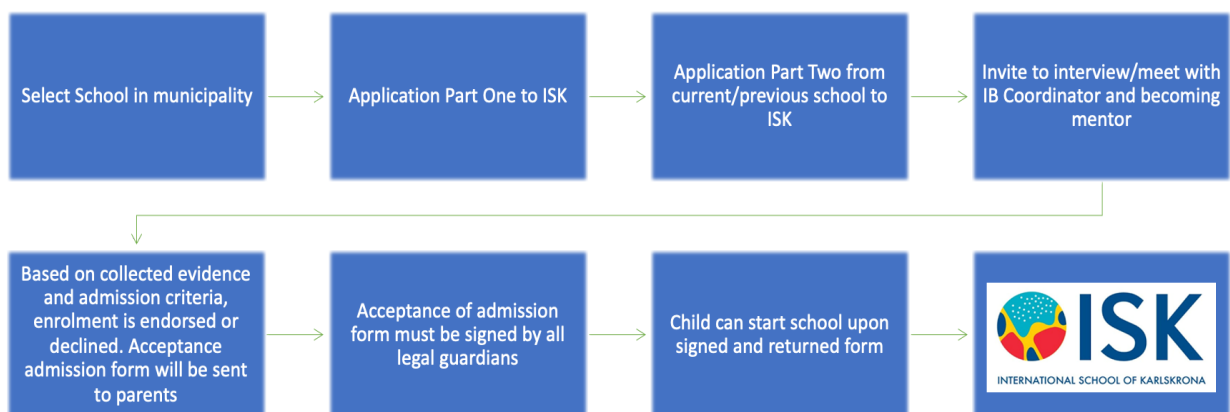
Costs

The International School of Karlskrona is a public school. Hence, there are no payable fees involved in applying or attending the school. ISK is an elective school, as such neither the municipality, nor the school provides any school bus service to and from the school.

Special Needs

To best support the child, parents are expected to inform the school at the time of application if the student has been receiving any special help or support in their previous school. ISK will admit students to whom we deem ourselves qualified and able to offer an inclusive education.

Simplified Process Chart



Age and Corresponding Class Assignment

For academic year 2022-2023, ISK's grade levels, roughly correspond, in age, to the following grades:

(This table is to be updated every year.)

ISK Grade Level	Year of Birth	Equivalence in Sweden	Equivalence in the United States	Equivalence in the United Kingdom
PYP 1	2016	Förskoleklass	Kinder - gr 1	Key stage 1
PYP 2	2015	Åk 1	gr 1 - 2	Key stage 1
PYP 3	2014	Åk 2	gr 2 - 3	Key stage 2
PYP 4	2013	Åk 3	gr 3 - 4	Key stage 2
PYP 5	2012	Åk 4	gr 4 - 5	Key stage 2
PYP 6	2011	Åk 5	gr 5 - 6	Key stage 2
MYP 1	2010	Åk 6	gr 6 - 7	Secondary
MYP 2	2009	Åk 7	gr 7 - 8	Secondary
MYP 3	2008	Åk 8	gr 8 - 9	Secondary
MYP 4	2007	Åk 9	gr 9 - 10	Secondary

Connections to the IB Learner Profile Attributes

The following Learner Profile attributes especially connect to our Admissions Policy.

Knowledgeable	To fully support our learners' needs, ISK welcomes, seeks out, and appreciates all relevant information that supports us in this regard.
Communicator	Through this document, ISK aims to offer transparency to the admission process.
Open-minded	ISK celebrates learner variability and diversity.

IB Standards and Practices

ISK is committed to the implementation of the following Standards and Practices outlined in its 2020 publication *Programme Standards and Practices*. The following inform our Admissions Policy:

Culture (03):

- The school secures access to an IB education to the broadest possible range of students. (0301-01)
- The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)
- The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)
- The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)
- The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)
- The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
- The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Admission Policy as it Pertains to Other ISK Policies

Language Policy Connection

- A solid foundation in the child's mother tongue is essential for success. In order to be admitted, students should demonstrate age appropriate (+/- one to three years) literacy and proficiency in any language; English, Swedish, or other.
- All previous school records must be translated into English or Swedish.
- Translanguaging is about communication and accessing the curriculum in the language that best supports understanding. Therefore, we admit students who are not yet proficient in English up to MYP 3. However, prospective students looking for admission into MYP 4 or 5, need to have a certain level of English (approximately equivalent to IB phase 4 out of 6) in order to successfully engage with course materials, sit exams, as well as proceed to DP, if that is a future goal. Therefore, additional admission tests may, on a case by case basis, be conducted to ensure sufficient English proficiency levels.

For more information, please follow this link: [KIG Language Policy](#)

Inclusion Policy Connections

- We value academic abilities, identities, backgrounds, beliefs, and heritage to ensure diversity among our student and staff body.
- We presume all students are competent learners with unique needs which we strive to support. We commit to doing our utmost to support all learners. If we deem ourselves unable to support a learner, s/he may not be admitted.
- We expect families to share all relevant information (report cards, diagnoses, etc.) that helps us determine if we can offer learners an inclusive education and if or how we need to provide adjustments. Failure to share information with ISK, may result in ISK unable to properly support admitted learners.
- Inclusion is a continual process of increasing learning and participation for all students. To enable admitted students to access the curriculum, ISK commits to differentiation and scaffolding to meet all learners' needs.

For more information, please follow this link: [KIG Inclusion Policy](#)

Academic Integrity Policy Connections

ISK expects all stakeholders to practice integrity in, and beyond, the admission process. This includes relaying truthful and complete information about a prospective student's needs and academic history.

For more information, please follow this link: [KIG Academic Integrity Policy](#)

Assessment Policy Connections

In the admission process, learners may or may not be assessed on an individual basis on, for example, English language speaking and comprehension skills.

For more information, please follow this link: [KIG Assessment Policy](#)

Links

[Application for Admission \(PYP and/or MYP\)](#)

[Part Two, \(PYP only\)](#)

[Part Two \(MYP only\)](#)

References

International Baccalaureate Organization, *Programme Standards and Practices*, Ltd Peterson House, Cardiff, Wales, Published October 2018 Updated March 2019, April 2020

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Review Cycle

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This Policy is to be reviewed on a three-year cycle

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