

Admission Policy and Procedure

Mahindra International school- Internal Procedure
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Rationale: Through programmes that promote learning, encourage responsibility and celebrate diversity, Mahindra International School provides a co-educational environment for the holistic development of students. Mahindra International School (MIS) is a not for profit school with a richly diverse international community and a low student-teacher ratio.

MIS offers a concept-driven and inquiry-based curriculum. We believe in education that stimulates intellectual curiosity, critical thinking and problem solving and allows students to be continually challenged at an appropriate level. The curriculum is structured in a way that enables students to become independent, well-balanced, active and caring members of society.

Admissions Policy: Admission to Mahindra International School is open to students of all nationalities who demonstrate the ability to access and benefit from the challenging programmes offered by the school. Students will be accepted without discrimination on the basis of sex, religion, race or nationality. Applications are accepted throughout the year. Mahindra International School supports the UNCRC with regard to the rights of the child.

The decision whether to admit a student will be made after an evaluation of prior school records, our own diagnostic placement tests, a review of special learning needs within the context of the school's resources, and available space in our school. Admissions will be determined by an admissions committee at each divisional level based on an evaluation of whether the School can meet the learning needs of the student. The admissions committee will consider the follow elements in deciding whether to admit a student;

- Academic preparation
- Social, emotional, physical and cognitive readiness
- Meeting all admission procedures and qualifications
- Meeting all financial obligations
- Availability of space in the grade the parent is seeking admission to

Grade level	Max class size*
Early Years 1	12
Early Years 2	14
Early Years 3	16
Primary (P1- P5)	18
Secondary (MYP1-5, DP)	18

* These numbers may be exceeded in the case of staff children

Special Educational Needs: The school does not undertake to provide for all specialized educational needs such as severe learning difficulties or job-specific vocational training. Learning support for students with mild to moderate special learning needs may be provided through the services of a specialist teacher at the primary and secondary sections of the school. At the grade 11-12 level all courses are college-preparatory with a demanding academic emphasis. Support for students with learning disabilities at this level is very limited.

English Support: English is the teaching medium in the school and there is an expectation that students have, or will acquire, a satisfactory standard of English. The school maintains an English Language Acquisition (ELA) support programme. If a student does not have a satisfactory standard of English at the time of application, the Director may refuse admission if there is no appropriate programme to cater for the student's needs.

Admissions Decision: The decision whether to admit a student to the school will be made after an evaluation of prior school records, our own diagnostic assessments, a review of special learning needs within the context of the school's resources, and available space in our school. Admissions will be determined by an admissions committee at each divisional level based on an evaluation of whether the School can meet the learning needs of the student.

- Admissions is on a first-come-first-served basis considering the following priorities
 - Children of the school employees
 - Children with one or more siblings already enrolled in the school
 - All other applicants
- A negative report from the previous school may have an effect on the decision to admit.
- Mahindra International School reserves the right to determine the placement of the child in the grade level or subjects judged most appropriate for the student.

Application for Admission: The following documents must be submitted as part of the application for admission. Applications with missing documents will not be considered.

- Application form
- Parent's passport (photocopy)
- Child's passport (photocopy)
- Child's medical report and health form
- 2-years' previous school reports
- Confidential school recommendation completed by an academic administrator and submitted directly to the School
- Admissions diagnostic assessment tests
- Initial payment of the application fee of 5000 INR per child. Applications will not be reviewed until this payment is received.



Admissions Interaction for Secondary Applicants: For a secondary applicant, once all documents and the application fee are received, the file will be reviewed and a face-to-face interaction with the Secondary Principal scheduled. Interactions can take place in person or via Skype according to convenience. These interactions help determine if the applicant is a good match for the education opportunities at MIS. Special talents, personal interests and academic history are relevant areas to inquire into. The language profile of the student must be recorded at this time.

Admission Interaction for Primary Applicants: Once a primary student is in Pune, an interaction is scheduled for the family with the Primary Principal. This is a chance for us to learn more about a student and help them adjust to our learning environment. The meeting will gather information about interests and clarify food and transport arrangements. The language profile of the student will be recorded and appropriate language placements made.

Admission Interaction for Early Years Applicants: For applicants in EY1-EY3 and P1 who are available in Pune, an in-class interaction and observation can be scheduled in advance of joining. This 'trial' lesson allows observation of the child in the school setting with a focus on independence, social skills, developmental milestones and self-management.

IB Diploma Programme: Applications for grades 11 (DP1) will be assessed prior to acceptance in order to judge their linguistic and academic suitability for the courses which are on offer from the International Baccalaureate Diploma Programme. Admission into the courses which we offer require a high level of proficiency in academic English. Students should have achieved 'proficient' status before the start of DP1. All courses in Diploma Programme are taught concurrently over the two years of the programme. Courses on offer have prerequisite knowledge, skills and attitudes for success. These will need to have been demonstrated through previous academic records and/or assessments set by the school.

Students entering DP1 from MYP5 in MIS should also demonstrate satisfactory academic progress and preparation to meet the academic expectations of the programme. MIS does not offer an alternative curriculum to the IB Diploma Courses.

Midway transitions into the Diploma Programme are difficult and maybe impossible if a student is not coming from another IB Diploma Programme school with matching courses. It is usually beneficial for a student to start and finish the Diploma Programme at the same school and many students will start from DP1. It is important for clear communication to take place with the IB Diploma Coordinator as early as possible to explore all viable options for a transfer which will be determined to best meet the needs of each individual applicant.



Grade Placement: Recognizing that our students come from a variety of different educational systems, every effort will be made to identify the most suitable grade level for the student upon admission. Grade placement decisions will be based on the student's previous educational experience, age, maturity, language proficiency, and academic needs. The decision regarding placement will be made by the principal, in consultation with parents, counsellor, our student services department and other teachers as appropriate. Students are placed in Grades according to their age as on 1st September of the year of entry.

For a student to be placed in a grade higher than the minimum age indicated, clearly demonstrable superior academic and physical maturity, coupled with social maturity, must exist and be judged so by the administration. Such advanced placement may only be given under truly exceptional circumstances and with the written approval of the Director. There are no grade accelerations made in PS1 to PS3.

MIS	UK	India	USA	Usual age (1st September)
EY 1	Nursery	Pre-Nursery	-	3
EY 2	Reception class	Nursery	-	4
EY 3	Year 1	KG	KG	5
P 1	Year 2	Class 1	Grade 1	6
P 2	Year 3	Class 2	Grade 2	7
P 3	Year 4	Class 3	Grade 3	8
P 4	Year 5	Class 4	Grade 4	9
P 5	Year 6	Class 5	Grade 5	10
MYP 1	Year 7	Class 6	Grade 6	11
MYP 2	Year 8	Class 7	Grade 7	12
MYP 3	Year 9	Class 8	Grade 8	13
MYP 4	Year 10	Class 9	Grade 9	14
MYP 5	Year 11	Class 10	Grade 10	15
DP 1	Year 12	Class 11	Grade 11	16
DP 2	Year 13	Class 12	Grade 12	17



Enrolment: If the applicant is granted admission to MIS, the admission fees must be paid prior to enrolment. Payment of the admissions fee secures the child's place in the school.

Once an applicant is granted admission to MIS, all enrolment is conditional on:

1. Payment of the nonrefundable admission fees to secure the child's place in the school,
2. Submission to the admissions office of reports showing completion of the student's prior program of study, academic year or term, sustaining academic performance at the same level on which the admissions decision was made.
3. Official transcripts of grades for any courses completed at the grade 9/MYP4 level and above from a previous school along with the school profile sent directly from the prior school to the College Counseling Office (registrar@misp.org) or delivered in a stamped and sealed envelope,
4. Submission of the original results document from any external board examinations at the grade 10/year 11 level from a previous school to the College Counseling Office (registrar@misp.org) to make a certified copy for use in university applications,
5. the completion of any extraordinary conditions as stated at the time of admission.

Conditional Enrolment: Conditional enrolment offers may be made in extraordinary circumstances where the full application process cannot be completed or there are questions about the best fit in our school. Conditions may include special educational needs supports, social/emotional support, academic targets, prerequisite programmes or other requirements.

Maintaining Academic Progress: Continued enrolment is contingent on the student demonstrating adequate progress in our learning environment. If it is determined that a student is no longer benefiting from the educational opportunities offered by MIS their enrolment status will be reviewed. Possible outcomes of this review could include a change to the level of support for instruction (ELA or SEN), a change in the programme of study, retention in a grade or discontinuing enrolment. Promotion from one grade to the next is not automatic and will be reviewed in light of the parameters described above.



Guidelines on admissions decisions

The decision whether to admit a student will be made after an evaluation of prior school records, our own diagnostic assessments, English proficiency and a review of any special learning needs within the context of the school's resources, and available space in our school.

The guiding principle for admission is whether the student can benefit from the programmes and level of service offered at our school.

	Academic Preparation	Minimum English Proficiency	Social, emotional, physical and cognitive readiness
Early Years EY1-EY3, P1	Meeting age-appropriate developmental benchmarks	Absolute beginners	Meeting age-appropriate developmental benchmarks
Primary P2-P5	Academic records indicate normal learning progression and skill development.	Absolute beginners	Ability to independently meet social norms, age-appropriate responsibility and physical development.
MYP 1-2	Academic records indicate normal learning progression and skill development. Is able to engage in learning in all 8 subjects in an English-medium setting.	Phase 1 or greater WIDA* 1 Proficiency with English alphabet and basic spoken and written English needed.	Ability to self-advocate, appropriate emotional regulation, no major behavior concerns from previous school.
MYP 3	Academic records indicate normal learning progression and skill development. Is able to engage in learning in all 8 subjects in an English-medium setting.	Phase 2 or greater WIDA* 2.5 Increasing ability to deal with academic material in English, to communicate in written and verbal formats.	Ability to self-advocate, appropriate emotional regulation, no major behavior concerns from previous school.
MYP 4	Academic preparation across a range of subject areas including English, Mathematics, Humanities/History, Science and Languages.	Phase 3 (high) to 4 WIDA* 3.5	Self-management, planning skills, metacognition skills and increasing sophistication in thinking skills. No major behavior concerns from previous school.
MYP 5	Academic preparation across a range of subject areas including English, Mathematics, Humanities/History, Science and Languages.	Phase 4 (high) or greater WIDA 4.5 Must demonstrate the ability to reach Phase 5 before entry to DP.	Self-management, planning skills, metacognition skills and increasing sophistication in thinking skills. No major behavior concerns from previous school.
Diploma DP1 – DP2	Strong academic preparation in all subject areas with a minimum of 2 years of school records showing the study graduation requirements – English, Mathematics, Humanities/History, Science and Languages.	Phase 5 or greater WIDA* 5	Demonstrated independence of thought, critical analysis, metacognition and decision ability. Self-management and a desire to pursue academics.

* WIDA grade level adjusted composite literacy level

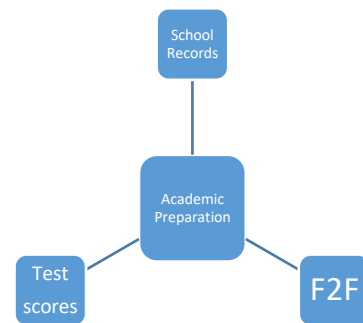


Equivalency Table for some common assessment benchmarks

Application for Grade	Minimum WIDA	Minimum Duolingo	CEFR	TOEFL
EY – P5	None	None	None	None
MYP 1	1	10	A1	0
MYP 2	1.5	35	A2	20
MYP 3	2.5	60	B1	30
MYP 4	3.5	90	B2	65
MYP 5	4.5	100	B2	75
DP 1	5	120	C1	100

Diagnostic Assessment

The triangulation of the student’s previous reports, scores on standardized tests and a face-to-face meeting allow for a holistic judgement of the student’s academic preparation. If a significant concern exists in this area, further diagnostic tools may be used include a writing sample or an internally designed assessment.



Students applying for any grade from EY – MYP 2 do not require WIDA assessments before admission. These assessments may be given after admission for placement purposes and to determine the level of support required. Applicants for MYP 3 and higher whose profile suggests that ELA support is required will be assessed by a trained teacher using the WIDA.

	WIDA 1	WIDA 2	WIDA 3	WIDA 4	WIDA 5
EY1-EY3, P1					
P2-P5					
MYP1-2					
MYP 3					
MYP 4					
MYP 5					
DP 1-2					

Educational Programme

It is expected that all students studying at Mahindra International School participate fully in our educational offerings at the appropriate grade level. This includes a full set of courses as outlined by the PYP, MYP or DP as well as learning planned outside of the classroom context. Exceptions will only be made for students with formal *Individual Academic Plans* which are in the scope of services provided by the school.

Grade level placement

Grade level determination is guided by two main factors;

- Student is in the age range as outlined in the admissions policy
- Grade level completed previously

In cases where a student has completed a full year in one system but enters mid-way through our academic year, the general rule should be placement in the previous grade level for the second half of the academic year. *For example, A student joining in January from Korea has completed grade 7 in Korea. She is joining mid-way through our academic year and should be placed in grade 7 at MIS. Placement in grade 8 would accelerate the student by half a year. If the student is a native (or fully fluent) English speaker, coming from another IB school and academically very strong, it may be appropriate to consider a grade 8 placement.*

Language placements

Careful placement in language courses must be made at the time of admission based on an understanding of the child's language profile including proficiency in English, Academic languages previously studied and home language(s). The final language placement assignment will be put in writing as part of the admissions notification. Accepting the admissions offer also implies accepting the language placement decision and should be made clear in writing. Language placements have long-lasting impacts on the student's programme, school staffing and overall outcomes.

Other subject selections

At certain grade levels students may also need to decide on course offerings. At the DP level, this is handled by the DP Coordinator in collaboration with the College Counselor as it involves important Programme decisions. In the MYP, subject selections are handled by the MYP Coordinator and Principal in consideration of class-size limits and student preferences.

