

Marymount International School, Paris

Admissions Policies and Procedures

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As part of the Religious of the Sacred Heart of Mary (RSHM) Network of Catholic Schools, we are committed to the education of every student to think creatively, reason critically, communicate effectively, and learn continuously.

To ensure a thorough and fair process and to aid in developing an understanding of the application procedure, policy, criteria and practices are in place to support the admissions process.

General

Our admissions policy is inclusive non-discriminatory and consistent with the vision and mission of the founders of the school. To this end, Marymount accepts students regardless of gender, religion, nationality, or ethnicity.

Having a rolling admissions policy, applications for admissions are welcomed throughout the year with acceptance based on program suitability and space availability.

Submitting an application does not guarantee admission. A student may be admitted only if his/her application has been reviewed positively and a place is available.

General criteria for admission

Each candidate's application materials are carefully reviewed in order to assess suitability for admission based on:

- the potential of the applicant to benefit from the educational program available
- the capacity of the school to meet the educational needs of the student
- the ability of the applicant to cope successfully with program requirements
- the availability of places
- priority to Marymount siblings and staff children

English Proficiency

As an International school, students may be accepted to Marymount with little or no experience with English. Students applying to Grades 6-8 will be assessed for correct placement in the Middle School English as an Additional Language (EAL) program. Middle School EAL students may have the opportunity to be enrolled in a parallel English and Social Studies program in addition to receiving pull-out or push-in EAL support.

Students requiring Learning Support Services

Marymount, consistent with the philosophy of the RSHM Mission Statement, "that all may have life", encourages and challenges all students to realize their full potential. Marymount has a well-developed support program, although the number of students to whom it can be offered is limited by the resources available at any given time. Students needing support may be admitted if it is believed that the school can offer appropriate support. Appropriate services and programs for these students will be provided within the limits and capacity of

the school's resources and personnel. Please refer to EAL/LSS Guidelines for further information.

Learning and/or behavioral issues may not always be apparent at the time of admission or may arise after a student has been attending Marymount, particularly with young children. In the instances where a specific need has not previously been identified, the school reserves the right to review the situation in order to assess the appropriateness of the student's presence in the school based on our capacity to address his/her needs. In certain cases, Marymount may not be able to admit a student if the educational progress of that student is at risk and if the student is deemed unable to meet program requirements. If any additional support is required beyond what Marymount offers, it is the responsibility of the parents, both organizationally and financially (ie. outside specialists, therapists) to arrange for this. Marymount will offer input and make recommendations where possible.

Admissions Application Requirements

Marymount staff members wishing to enroll their children at the school follow the usual application procedure.

All application documents are available directly from the Admissions office or under the admission section of the school website.

A complete application consists of the following:

Application form – with passport size photo and required Parent/Guardian signatures

Application fee

School records

Three full years of school transcripts/reports – transcripts should cover three complete years (including the most recently completed academic year and the previous one) as well as the year in progress, if applicable. School reports/transcripts must be in English or French, with official translations provided when originals are written in another language.

Additional requirements by grade:

Early Childhood Questionnaire (for Grades PK1, PK2, Kindergarten) – side 1 of the Questionnaire is to be completed by the parents, side 2 is to be completed by the applicant's current teacher. In the event the student has never attended school, side 2 should be completed by the parents.

Grades 1-5 – Confidential Teacher Recommendation – to be completed and signed by the applicant's current teacher. These recommendation letters are to be sent from the teacher directly to the Admissions Office or are to be included in the application package in a confidential sealed envelope.

Grades 5-8 are required to send a one-page handwritten writing sample (autobiography)

Grades 6-8 – Confidential Teacher Recommendation Forms should be submitted by Math and English teachers.

In addition, the school may ask for work samples (Grades PK-8).

Admissions Committee review and decision-making process

Decisions on admission may be shared between members of the committee that have expertise in the required areas. Head of Admissions does initial applicant screening and the

School Principal reviews every applicant file after the relevant service departments have been involved when necessary and if possible. Each member reviews application files in turn and comments and recommendations are collated. In cases where it is deemed necessary, the Committee will meet to discuss issues relating to the application in question.

No official decision on an application is given until all relevant information is received except in exceptional circumstances (ie. emergency transfers, evacuations). In cases where it is impossible to obtain a given application document, the Admissions Committee will make a collective decision as to whether or not they have sufficient information in the documents available to make an informed decision on the candidate's admission. Information from other sources may be requested in such instances (for example: work samples, obligatory interview). If previous reports or other teacher letters of recommendation indicate behavioral and/or academic issues, the previous school will be contacted in order to seek clarification and further information. In cases where the application information, reports, and recommendations raise questions about an applicant's learning capabilities, the school may request a psycho-educational evaluation through school-recommended specialists in order to determine if the school can provide the support that the student requires. During holidays, it may be necessary to move forward without all opinions.

If it has been determined that an applicant meets all criteria and space is available, acceptance will be unconditional. However, in certain instances a conditional acceptance may be offered. The conditions of acceptance will be clearly stated.

The final decision on all applications rests with the Head of School.

Marymount reserves the right to deny (or disenroll) a student if:

- the student's best interests and needs cannot be met effectively by the School's programs and services
- the student's behavior is deemed to jeopardize the welfare of the school community
- educationally significant information is withheld from the School
- school fees are not paid in accordance with Marymount's financial regulations

Personal Interviews, School Visits, Assessment

While it is not always possible for overseas families to arrange a visit of the school, a campus visit is always preferable and recommended to be scheduled as part of the application process. Assessment will be scheduled as part of the school visit if it is known prior to the visit that additional testing is necessary. Applicants may be asked to schedule a second visit if assessment cannot be completed during the initial visit. Assessment may include, but is not limited to, the following areas:

- English proficiency
- Mathematics
- Learning Support (LS)

Grade and Class Placement:

The school admissions process is designed to ensure students are placed in the appropriate grade level to meet their learning needs. Grade placement is determined on the basis of educational attainment, educational experience and age. Students are usually placed within their appropriate age group though exceptions are made on a case-by-case basis at the discretion of the Admission Committee. Factors to be considered for such a placement include:

- The cut-off date in the child's country of origin (Marymount aims to avoid situations in which children will be penalized on return to their home country, where possible).
- The child's successful completion of the equivalent grade elsewhere.

The school reserves the right to readjust class placement upon entry to the school and new students may be placed in a lower grade than requested where it is considered to be of benefit to the student. Only under exceptional circumstances will a student be placed in a higher grade than his/her age group. These decisions will be discussed with the parents at point of entry.

While the school aims to place students in the appropriate grade at the time of entry, there can be instances when a grade change is necessary. In the event a grade change is necessary, this change would normally take place within the first two months after the student's entry into the school.

Attention is given to the balance within a class regarding learning needs, gender, language, nationality, and overall learning profile of the class.

Parents are asked to avoid requests for particular teachers. The school reserves the right to assign the child to the teacher of choice.

Procedures

From the time a complete application is sent, the Admissions Office will return a decision (accepted or denied) within 10 days, pending any further follow-up that may be required.

When a decision has been taken on a candidate's application, parents will be notified of the decision by email or telephone. Subsequently, the action taken varies depending on the decision taken regarding the student.

Acceptance

If an applicant has been accepted, a placement will be offered by written notification to his/her parents or authorized guardian. Parents of students for immediate entry will also be informed by telephone. If the placement offer has been accepted, a written acceptance offer is sent to the family and the student is then formally registered for school. If the offer of a place has not been accepted by the 14-day deadline, it can be offered to another student.

Non-Acceptance

If an applicant is denied a place, a written document signed by the Principal is sent to confirm this outcome. Admission may be postponed if a grade level is full. In this case, the applicant is placed in a wait pool.

Wait Pools

If an applicant is accepted but no space is available in the appropriate class, he/she will be placed in a wait pool, and the parents called and/or sent an email to confirm this. When a place becomes available in the appropriate class, it will be offered to a student in the wait pool. Applications are processed in the order received, however, criteria is also applied:

Criteria used to decide which student in the wait pool is offered the place:

- Priority to siblings of children already attending, accepted in, or applying to school and to children of Marymount employees already attending, accepted in, or applying to school

- The current composition of the class and space availability in relevant programs
- The educational alternatives available to the student

Deferrals and Re-entries

An applicant who has been accepted and/or placed in the wait pool but has chosen to defer his or her place to the following academic year must notify the school in due time to ensure there are still spaces available. All deferrals are subject to the Admissions Office receiving satisfactory additional school recommendations and school reports./transcripts over the course of the school year preceding the deferred entry.

Registration

Once a student is admitted and formally enrolled in school, follow-up documentation is completed and the business office then sends an invoice to the family for the appropriate school fees. Responsibility for maintaining and updating the student's records (ie. changes of contact details) passes to the School Office.

Documentation following acceptance through School Office and relevant personnel:

- Health form
 - Must be completed by the parents
 - Must be signed by a doctor upon examination of the applicant
- Family Update Form
- Permission for Field Trip Form
- Middle School Course Electives Form

General Follow-up Procedures

Just prior to the start of the academic year, all new student files are handed over to the School Office. At that time, all teachers are requested to consult the files and can contact Admissions for specific information about any new student at a mutually convenient time. The Guidance Counselor reviews all new student files and communicates relevant information about students requiring LSS to the LSS Team.

For new students arriving during the course of the year:

As soon as the admissions process is completed and a place has been offered, a mutually agreeable start date will be chosen. New students will be invited to an orientation. Generally, new students/families will be invited to visit the campus prior to their start day in order to familiarize themselves with the school, to finalize any outstanding required documentation, and to meet teachers, students, and staff. If possible, the new students will meet their direct homeroom/advisory teacher on that visit. This is not always possible due to scheduling, school trips, and/or vacation periods.

New students will be included in all school trips, including the week-long educational trips. Exceptional circumstances will be reviewed on a case-by-case basis directly with the School Principal.

Teachers/Staff will be notified of a new student starting school with an email and/or notice in the Daily Bulletin with at least three days notice. If three days notice is not possible in certain situations (ie. urgent-last minute or emergency transfers), the necessary teachers will be sent an email providing the student's grade, entry date, and relevant background details;

homeroom teachers will be sent an electronic or hard copy of relevant elements in the new student's file. With more than three days notice of a start date, teachers are invited to review the files in the School Office. School Office then notifies the PTO Homeroom Parent so that new families are immediately put on the Homeroom Parent list.

Re-Enrollment

The Admissions Office sends out re-enrollment information to all families every March/April in order to determine intentions for the subsequent academic year; whether families plan to continue, withdraw or are unsure of their plans. This information will be used as a basis for enrollment planning. The deadline for returning the form is usually in April and those families intending to re-enroll their children will be asked to pay the re-enrollment fee when they submit the form in order to reserve the space(s). Failure to submit the form and pay the re-enrollment fee may result in spaces being allocated to other candidates. Re-enrollment is not automatic. Families who indicate their intention to withdraw will be asked to submit a Withdrawal Form available through School Office. Marymount understands that families can be unsure as to their plans and are asked to let the Admissions Office know as such. The Admissions Office will follow up by email and/or telephone as appropriate.

Marymount employees whose children attend Marymount are asked only to submit the re-enrollment form (no re-registration fee required.)