



Greenfield
Community
School

Admissions Policy

Reviewed: October 2016



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Greenfield Community School Admissions Policy

1 Vision Statement

Greenfield Community School (GCS) is committed to building an inclusive world class IB Continuum School, recognized for rigour and excellent quality of teaching and learning. We embrace our international and cultural diversity and strong sense of community.

Mission Statement

Greenfield Community School is committed to developing and equipping students with knowledge, skills and values through its effective and challenging curriculum. Our strong and cohesive community and the foundation of the IB Learner Profile provide our students with a nurturing and caring environment. We dedicate ourselves to being a world class IB Continuum School, inspiring one another to achieve our personal best and to promote a culture of mutual respect, shared values and global understanding.

At Greenfield Community School we are looking for students:

- § who are motivated and determined to succeed
- § whose conduct is positive overall, and who are respectful to others
- § who are, and whose parents are, committed to the IB vision, mission and philosophy
- § who are internationally-minded
- § who would benefit from the GCS curriculum and environment
- § whose qualities would enrich the GCS community

2 Principles

2.1 Prioritisation

The school's first priority is to admit those students who are capable of accessing our curriculum within the limits of the resources available at the school which promote, maintain and support learning. When the school receives applications, students are placed on waiting lists for admission according to priority groupings as described in Appendix 1. Offers are made to those on the waiting lists in each group at the times indicated in Appendix 2 of this policy and according to the numbers of places free in the appropriate grades and prevailing class size policy at any one time.

2.2 Placement by Age and Transfer Certificates

Grade placements are made according to the age norms that operate in Taaleem's International Baccalaureate schools and only under exceptional circumstances will places be offered outside these ranges. It is the parent/guardian's responsibility to work with the KHDA to validate placement of the student in the grade above or below the IB norm. Government regulation also requires a transfer certificate for all students from the child's current school in order to facilitate the correct placement.

Cut off dates for any given year are January 1 to September 15 inclusive. GCS abides by the KHDA statutory requirement that a child must be aged 3 years 8 months on September 15 to enrol in KG1 for that academic school year. This requirement also applies for a child enrolling in KG2, who must be 4 years 8 months and a child enrolling in Grade 1, who must be 5 years 8 months for that academic school year. Therefore, placements are made according to the table shown in Appendix 3.

2.3 Timing of offers and maintenance of waiting lists

<p>2.3.1 KG1 and KG2 applications for the following academic year by new students.</p>	<p>Admissions are an on-going process. All students applying for GCS are required to take a developmental assessment. Newly assessed students are added to a class or waiting lists according to the principles outlined in Appendix 1 and 2. All other applicants are assessed on an on-going basis and added to a class or waiting lists according to the principles outlined in Appendix 1. Once added to the waiting lists, priority of equally qualified applicants for KG1 and KG2 at the point when offers are made is determined by the earliest date of application. All offers will be made no later than 25 March of the previous academic year.</p>
<p>2.3.2 Applications for Grade 1 from PS2 students at The Children’s Garden School (TCG)</p>	<p>Places are held in G1 for applicants from PS2 of TCG if applications are received by January 31st of the current academic year. These applications will not be charged the 500 AED application fee. Students applying for GCS are required to take a developmental assessment and will have priority.</p>
<p>2.3.3 Other applications for the following academic year</p>	<p>Applicants are assessed on an on-going basis as applications are received and are placed in the appropriate class or waiting list according to the principles of Appendix 1.</p> <p>Offers to new students are made after the deadline for re-registration commitments from current students have passed unless the numbers likely to re-register are fewer than the capacity of the year grouping the coming year.</p>
<p>2.3.4 Applications for the current academic year</p>	<p>Candidates are assessed on an on-going basis as applications are received and are immediately placed in the appropriate class or waiting list according to the principles of Appendix 1.</p> <p>The KHDA will not allow placement of any student after 15 January from other Dubai schools.</p>
<p>2.3.5 Offers in excess of maximum year group size</p>	<p>The Admissions Officer may use his/her judgement to recommend making offers in excess of the maximum number of places in the year group. The decision to do so can only be made by the Director of Admissions and only in circumstances when it is judged likely that the numbers who have registered or re-registered may decline.</p> <p>Once this has been authorized, the Admissions Officer must monitor the situation carefully and allow numbers to fall to the correct levels, while keeping the Principal informed.</p>
<p>2.3.6 Maintaining vacancies</p>	<p>The School reserves the right to maintain up to 5 vacancies in any given class and grade in order to accommodate staff applications and overseas families with 3 or more children.</p> <p>The Admissions officer must keep the Director of Admissions fully informed when doing so on a monthly basis.</p>

2.4 Assessments and Admissions Categories

Greenfield Community School is as inclusive as the limits of its resources and language policies allow. The school conducts developmental assessments of all applicants in order to establish the level of English and to ensure that the child is able to access the school's programme within the levels of support that are available.

For KG1 and KG2 the school assesses a child's readiness to start school before making offers for admission to the following year's cohort. The offer made to any candidate following an assessment will place a child in one of the following three admissions categories:

Category 1: General Admission

The developmental assessment and a review of all supporting documentation for this category indicate that it's unlikely that a child will need additional support in order to access the school's curriculum. However, should the school's assessment of the child change at any time after admission, parents will be advised of the action that the school proposes and of any charges additional to the normal school's fees.

Category 2: Support Services (SS) Admission

The developmental assessment and supporting documentation indicate that the child is likely to need some additional support from our staff. There may be some charges involved for the intervention that is later deemed to be necessary upon further assessment that is additional to the normal school fees and as permitted to the school by the Dubai Knowledge and Human Development Authority (KHDA). Additional fees for support will be determined by the Principal and submitted for KHDA approval. The parents may also have to provide outside of school assistance in the form of an extra tutor or other support technologies.

Category 3: Support Services plus (SS+) Admission

The developmental assessment and supporting documentation has indicated that the child will need additional support from the Support Services and Special Education staff or other agencies appointed by the school and that there will be additional charges as permitted to the school by the Dubai Knowledge and Human Development Authority (KHDA). Additional fees for support are likely to be long term, possibly for the duration of the child's time at the school. In certain circumstances, the school may also require that the family employ an Independent Learning Support Assistant (ILSA) at their own expense as a condition of admission. All ILSAs are subject to the policies, guidance and control of the school. All ILSA must have a qualification to do so. The school will not assist in the appointment of ILSAs, however, the school will advise parents of their on-going suitability for the position.

As a child progresses through school and regular assessments track his or her progress, the school reserves the right to move a child from one admissions category to another as is appropriate and to levy charges accordingly. The school also reserves the right to deem the student to be unsuccessful in the curriculum and will advise the parents of this on or before **April 20????**. (Jill to check date.)

Any student that has applied and falls in the SS or SS+ category must have a full diagnosis by a medical professional or educational specialist. These reports must be given to the school at the time of application and cannot be more than 2 years old.

2.4.1 Applications from students who speak English as an Additional Language (EAL)

Although English is the language of instruction, GCS is committed to making its programme available to students whose first language is not English. A student whose first language is not English can be admitted to the school in the general category if he or she is judged capable of accessing the curriculum without additional EAL support.

Other EAL students can be admitted if they are able to access the curriculum in a meaningful way upon admission as a **Category 2 (Support Service)** or **Category 3 (Support Services Plus)** student. However, the school aims to limit the number of students with no prior exposure to English to a maximum of 25% throughout a grade level. The school will advise as to how long additional EAL courses need to continue, but a prime aim is to have students study without EAL support at the earliest opportunity and to be moved to the General Admissions category.

As a general guide, EAL students admitted in the **SS admissions category** are likely to require additional, chargeable support for at least one or two years, depending on progress made. The school will encourage parents to support the speaking, reading and writing of English outside of the class room and may suggest additional tutoring to support the student's progress. EAL students admitted in the **SS+ admission category** are likely to require additional, chargeable support for at least three years. **Accessing the IB curriculum after grade 9 requires a high level of English reading and writing skills, therefore, the school reserves the right to decline the application of any student whose level of English is, in the opinion of the school, inadequate.** This assessment is based both on diagnostic data and the interview and the decision is entirely at the discretion of the school.

Unsuccessful candidates who are not accepted after their initial assessment will be advised in a brief report what they can do to improve and when they might apply for another assessment. Students will be given a maximum of three assessments before their name is removed from the waiting list.

2.4.2 Applicants who need learning support

The school will admit students who need moderate learning support when it has the capacity to support them without detracting from the education being offered to children who are already students at the school. Otherwise, the principles laid down in **Appendix 1: Priority Admission Groups** determine offers to be made to students who may be admitted as SS or SS+ admissions. Depending on the nature of their learning difficulty, it may or may not be possible to move Learning Support students into the General admissions category.

Additional charges for long-term Learning Support in the area of SS+ may be required to support the student. This will be discussed in-depth with the parents. If an agreement is not made then, the school reserves the right to not invite the student back for the next academic year.

Please review. Appendix 5 Terms and Conditions of Applicants who need Learning (LS) and/or English as an Additional Language (EAL).

Consideration may be given to applicants with a physical impairment or more severe learning difficulties if the following conditions apply:

- § A sibling has already been offered a place
- § The family are willing to pay for appropriate additional support deemed to be necessary in the opinion of the school, so it has the resources to offer an effective

education without detriment to the education of other students if, in the opinion of the school the child, with this support, can function as a member in the appropriate mainstream classes

- § The family are willing to withdraw the child if in the opinion of the school the child's needs can no longer be met without detriment to the education of other students and are willing to accept that school fees will be refunded in line with our normal refund policy.
- § If a place is offered to a child with more severe learning support needs, the conditions of offer, normally made in the **Support Services Plus (SS+) admissions category** will be clearly indicated in a written document signed by parents and the Principal.
- § It is the responsibility of parents to offer full information in advance concerning a child's possible learning support, mental, emotional and behavioural needs. Failure to do so will result in the immediate withdrawal of an offer or by requiring the child's withdrawal from school; the school will not accept the student's application in the future. The school will re-assess all students that have been tested outside of our campus facilities.
- § If there is a discrepancy in the test results the school may then do a full investigation. This will delay the student's entry into the school. It is in the best interest of a child to receive outside assessments pertaining to learning difficulty, disabilities, mental, emotional and behavioural states. Working with outside professionals helps the teaching staff to benchmark progress and to solidify an individual educational plan.

2.4.3 Limits to SS and SS+ admissions

For each Grade

- § No more than 3 students can be admitted in the SEN SS+ admissions category into any grade, and these children must be spread evenly through the grade classes. If a student is diagnosed after admission into the school, the school may have to remove the student from his/her current class and re-assign to a different class.
- § As EAL students are re-categorised into other admissions categories, other students with EAL needs can be placed in that grade.
- § Please review Appendix 5 Terms and Conditions of Applicants who need Learning (LS) and/or English as an Additional Language (EAL).

2.5 Admission to an IB Diploma Programme or IB Career Programme

Programme (Grades 11 & 12)

Placement on a Diploma level course requires a student to meet the following criteria:

1. A minimum of 36 MYP Certificate points
2. A pass in six MYP certificate courses at 4 or above, two of which must be in Mathematics and English

3. A 5 point pass or above in the primary subject area selected for higher level study
4. At least two 5's and a 4 point pass for standard level course acceptance
5. A 5 must be attained in the Personal Project.

The school may admit students to a Diploma course conditionally. Students who have not taken MYP courses will be admitted to IB Diploma courses if their academic achievement is judged to be the equivalent of our MYP entry requirements, based on validated documentary evidence from the previous school AND if the student has already satisfied or is likely to satisfy the matriculation requirements of the national system of higher education to which they will apply during Grade 12.

(I)GCSE qualifying grades are as follows:

1. At least 6 (I)GCSE passes at C grade or above, two of which must be in Mathematics and English
2. A minimum of two (I) GCSE C grades and one B grade in primary subjects for admission to higher level courses.
3. A minimum of grade of a B in both primary and secondary subjects for admission to standard level courses.
4. At least a 80% mark or above, two of which must be in Mathematics and English
5. A minimum of two 75% marks and one 84% in primary subjects for admission to higher level courses.
6. A 80% overall mark in all primary subjects and a grade point average of 3.2 The school may admit students to the Diploma courses conditionally from other curricula; however, extensive interviews may be necessary to determine the appropriate placement.

Placement on a Certificate level course requires a student to meet the following criteria:

1. A minimum of 35 MYP Certificate points
2. A pass in six MYP certificate courses at 4 or above, two of which must be in Mathematics and English
3. A 4 point pass or above in the primary subject areas selected for higher level study
4. At least three 4's for standard level course acceptance
5. A 4 must be attained in the Personal Project

Students who have not taken MYP courses will be admitted to IB Certificate courses if their academic achievement is judged to be the equivalent of our MYP entry requirements, based on validated documentary evidence from the previous school AND if the student has already satisfied or is likely to satisfy the matriculation requirements of the national system of higher education to which he or she will apply during Grade.

(I)GCSE and American percentage qualifying grades are as follows:

1. At least 6 (I) GCSE passes at C grade or above, two of which must be in Mathematics and English.
2. A minimum of three (I)GCSE C grades in primary subjects for admission to higher level courses
3. A minimum of three (I) GCSE C grades in primary subjects for admission to standard level courses.
4. At least 74% pass or above, two of which must be in Mathematics and English.
5. A minimum of three 74% in primary subjects for admission to higher level courses.
6. A minimum of three 74% in primary subjects for admission to standard level courses and a grade point average of 2.6.

Placement on an IBCC level course requires a student to meet the following criteria:

1. A minimum of 34 MYP Certificate points
2. A pass in six MYP certificate courses at 4 or above, two of which must be in Mathematics and English.
3. A 3 point pass or above in the primary subject areas selected for higher level study.
4. At least three 4's for standard level course acceptance.

Students who have not taken MYP courses will be admitted to IBCC courses if their academic achievement is judged to be the equivalent of our MYP entry requirements, based on validated documentary evidence from the previous school AND if the student has already satisfied or is likely to satisfy the matriculation requirements of the national system of higher education to which he or she will apply during Grade 12.

(I)GCSE qualifying grades are as follows:

1. At least 6 (I)GCSE passes at C grade or above, two of which must be in Mathematics and English
2. A minimum of three (I)GCSE C+ grades in primary subjects for admission to higher level courses
3. A minimum of three (I) GCSE C grades in primary subjects for admission to standard level courses.
4. At least 74% pass or above, two of which must be in Mathematics and English.
5. A minimum of three 74% in primary subjects for admission to higher level courses.
6. A minimum of three 70% in primary subjects for admission to standard level courses and an over grade point average of 2.4.
7. A reference from at least two teachers at the student's previous school.
8. Evidence of school work on any subject from previous school.
9. An extensive interview with the Head of the IBCC and the Head of Grade 11.(Dianne to replace.)

IB Diploma Programme or IB Career Programme Additional Charges

- IBCP/IBDP Textbooks for Grade 11 & 12 are not included in the school tuition fees
- Both the IBDP and the IBCP have additional registration and assessment fees charged by the IB and these must be borne by the parents. These fees depend on the additional courses selected and taken by each student.

3 Class sizes

Offers must be made in the context of the school's size expectations mentioned in appendix 4. Due to the transient and uncertain nature of the international community in Dubai, there must be some flexibility when making offers. This is provided by the way the class size policy is expressed. The school sets a target for ideal class numbers in each year group, with limits for long and short-term maxima, which should not be exceeded. The class size policy is laid out in Appendix 4.

4 Conditional offers

The school reserves the right to make a conditional offer in a variety of circumstances. The nature of the condition and the financial consequences will be clearly stated in writing in advance and signed by the parents applying for admission, the relevant Section Head and the Principal. Please review Appendix 5 Terms and Conditions of Applicants who need Learning (LS) and/or English as an Additional Language (EAL).

5 Orientation of new students and families

New families are introduced to the school by a member of the Admissions Department and the Parent Relations Officer. All families making an application will have the opportunity to meet senior members of the academic staff, but must request this in advance so an appointment can be set.

The school takes the orientation of new students seriously as it is important for the whole community that they settle quickly. There is close liaison between the Admissions Department, Heads of Section, Grade Level Coordinators and class teachers. The school also organises coffee mornings for families at the beginning of each new term along with various other grade level gatherings. It is also the responsibility of the parent to support the student by taking an interest in the school and the activities.

We are a community of students, teachers and parents. Communication is via the School Communicator app, the website and in parent/teacher conferences. The school has an open door policy and both parents and students are encouraged to arrange a meeting with relevant staff member when required. Appointments can be requested through the relevant school receptionists.

A **Student/Parent Handbook** will be made available to all new students and parents. This book has several required forms that must be signed by both the student and the parents. The handbook is intended to help new parents and students settle into the school community and to offer information.

6 Re-registration and withdrawal

Families have the right to reserve a place in the school for the following academic year by making a re-registration payment by the date specified by the school. If payment is not paid by the deadline then the place is not guaranteed. If the re-registration payment is not made by the deadline the school will process the student as leaving. **The school reserves the right not to offer placement to students for the coming academic year. The school will advise parents in writing of this decision on or before 20 April of the current school year.**

Parents must inform the school in writing if they are intending to withdraw their child(ren). Leaving documents such as **Transfer Certificates** or **Letter of Attendance** will be given on the last day of school when all the appropriate clearance forms are completed. Students transferring within Dubai will have Transfer Certificates sent to the new school via the on-line KHDA system. A minimum of ten (10) full working days' notice must be given to process all documents.

In order to comply with government regulations, the school must be informed of the country to which the child is being transferred. If the child is transferring to another school within the GCC or another Arab nation, the school will prepare a transfer certificate in Arabic with attestation.

The Admissions Department must be informed in writing of the school to which the student is transferring in order to prepare the correct documentation. The parent is responsible for paying all the fees associated with document attestation.

7 Expectations

If it becomes apparent that a student is not coping or adapting with the ethos and behavioural expectations, the school reserves the right to withdraw the place

8 Suspensions and Expulsions

All Greenfield Community School families are required to commit to the school's behaviour management policy. Particularly important is the need to support the school's behaviour policy for which a written commitment is required from all families.

In the case of expulsion or suspensions, the school will respect all policies laid down by the Dubai Knowledge and Human Development Authority (KHDA). The school will consider refunding fees on a case by case basis.

9 Responsibilities

9.1 Director of Admissions and Admissions Officer

- § To review any special circumstances with Heads of Section and Admissions Department.
- § To ensure that the admissions policy and procedures are properly implemented, reviewed and updated annually.
- § To receive, respond to and coordinate all applications and admissions.
- § To coordinate and conduct all tours of the school and to ensure that all parents have the information they require about the admission process and about the school.
- § To coordinate and assist with assessment tests for all grades.
- § To liaise with Heads of Section and other academic personnel to ensure a smooth application, admission and orientation process.
- § To ensure that all documentation required by the school and the KHDA is present and in good order before an offer is made.
- § To maintain waiting lists for entry, prioritised by the principles laid down by the Admissions Policy.
- § To ensure accurate data is in the schools admissions system and to coordinate data transfer into the school's on-line data management system
- § To ensure that all data required by Central Office is reported in a timely and efficient manner.
- To ensure that all documentation required by families whose children are leaving the school are completed within 10 working days of notice.
- § To advise the Senior Executive team about the size of each Admissions Category in all grades in order to ensure that offers are made according to policy.

9.2 Primary and Secondary Heads of School

- § To ensure that students meet the academic admission requirements of the school and are placed in the appropriate admissions category upon assessment.
- § To appoint teachers to conduct admissions tests for grades KG to Grade 2.
- § To meet prospective parents and students at the request of the Admissions Department.
- § To make recommendations for grade and class placement.
- § To liaise with the admissions office to finalise an offer.
- § To ensure smooth orientation of the student upon entry and helping them settle.
- § To meet prospective families and to assist in school tour programme.
To advise on class placement and Admissions Category, liaising as necessary with admissions office and class teachers

9.3 Deputy Heads of School

- § To support assessments when grade level teaching staff are not available.
- § To provide pastoral coordination to ensure the smooth transition into school.
- § To monitor the progress and orientation of newly admitted students, organising any special reports and tracking arrangements as are necessary for the first term.

9.5 Heads of Support Services SEN & EAL

- § To respond to requests for assessment and to comment on applications as requested by Heads of Section.
- § To undertake appropriate special assessments as required.
- § To advise on class placement and Admissions Category, liaising as necessary with admissions office and class teachers.
- § To monitor the progress and orientation of students who have been admitted as SS or SS+ students, ensuring that they receive the appropriate support.
- § To advise parents of students that have not been accepted into the school, which areas need improvement for possible reassessment for admission.
- § Please review Appendix 5 Terms and Conditions of Applicants who need Learning (LS) and/or English as an Additional Language (EAL).

9.6 Programme Coordinators

- § To meet prospective families where appropriate.
- § To advise on course placement and subject selection where appropriate.
- § To monitor the progress and orientation of newly admitted students, organising any special reports and tracking arrangements as are necessary for the first term.

9.7 Grade Level Coordinators and Teachers

- § To welcome new students, ensuring a calm and purposeful start to school
- § To assign each student a “buddy”.
- § To advise Programme Coordinators of concerns regarding the student subject and/or class placement.
- § To monitor early settling and to remediate when necessary.
- § To ensure that the new student understands school systems and to answer parent and student questions.
- § To contact parents when necessary to support the new student.
- § Support school communication by encouraging all parents to use the School Communicator app.

Appendix 1: Priority admission groups

All applicants in Priority Group 1 have priority over those in Groups 2, 3 and 4. All applicants in Priority Group 2 have priority over applicants in Group 3 and 4 and so on. Students are assessed/evaluated to establish levels of verbal, non-verbal and mathematical skills prior knowledge and potential achievement to determine the category of admission and group placement. All students must be placed in age appropriate grades. Extenuating circumstances require KHDA approval and may result in a non-offer. The tests ensure that the school is able to meet their educational needs and sets a baseline of the child’s ability. A maximum of three tests for any one student will be administered.

Priority Group 1	Taaalem debenture holders and investor board members applying before March 31 for admission in the following year.
Priority lists within Group 1	<ol style="list-style-type: none"> 1. A student in the General Admissions category (Category 1) with a sibling already admitted to school 2. A student in the General Admissions category (Category 1) who is a returning student 3. A student in the General Admissions category (Category 1) 4. A student in the Support Service admissions category (Category 2) with a sibling already admitted to school 5. A student in the Support Service admissions category (Category 2) who is a returning student 6. A student in Support Service admissions category (Category 2) 7. A student in the Support Service Plus admissions category (Category3) with a sibling already admitted to school 8. A student in the Support Service Plus admissions category (Category3) who is a returning student 9. A student in Support Service Plus admissions category (Category 3)
	<p>Priority of equally qualified applicants in Priority Group 1 is determined by the date of application.</p> <p>TCG PS2 students applying for entry into Grade 1 before January 31 will be placed at the top of each Group 1 Priority list. All students offered a place in Group 1 will have a developmental assessment and placement evaluation.</p> <p>If debenture holders apply after March 31, they receive maximum priority on existing waiting lists.</p>

Priority Group 2	Siblings
Priority lists within Group 2	<ol style="list-style-type: none"> 1. A student in the General Admission Category (Category 1) who is a returning student 2. A student in the General Admissions Category (Category 1) 3. A student in the SS admissions Category (Category 2) 4. A student in the SS+ admissions Category (Category 3) <p>Priority of equally qualified applicants in Priority Group 2 is determined by the date of application.</p> <p>All students offered a place in Group 2 must also satisfy all the developmental assessment and general requirements described in Section 2 of the Policy.</p>

Priority Group 3	Taaleem teaching and executive staff children
Priority Lists within Group 3	<ol style="list-style-type: none"> 1. A student in the General Admission Category (Category 1) who is a returning student 2. A student in the General Admissions Category (Category 1) 3. A student in the SS admissions Category (Category 2) 4. A student in the SS+ admissions Category (Category 3) <p>Priority of equally qualified applicants in Group 3 is determined by the date of application.</p> <p>Students offered a place in Priority Group 3 must also satisfy all the developmental assessment and general requirements described in Section 2 of the Policy.</p>

Priority Group 4	Other applicants
Priority within Group 4	<ol style="list-style-type: none"> 1. A Student in the General Admission Category (Category 1) who is a returning student 2. A student in the General Admissions Category (Category 1) 3. A student in the SS admissions Category (Category 2) 4. A student in the SS+ admissions Category (Category 3) <p>Priority of equally qualified applicants in Priority Group 4 is determined by the date of application.</p> <p>Students offered a place in Group 4 must also satisfy all the developmental assessment and general requirements described in Section 2 of the Policy.</p>

Appendix 2: The Process of application and the offer of a place at school.

General

A. Completion and circulation of the application form; developmental assessment, and Offer

Parents complete an on-line application form. A non-refundable application fee of 500AED must be submitted before the application can continue and a developmental assessment date is set. A series of documents must be submitted prior to the assessment that must include a minimum of 3 years of school reports and any additional documentation of student progress and/or additional support needed to access the curriculum. In many instances the Admissions department will ask for class work that has been graded. **An on-line questionnaire will be sent to the previous school.**

Once the application fee is paid to the accounts office, the assessment process can commence, and not before.

Once the developmental assessment has been completed by the school it will take 5 working days to process the results. All students that have been assessed overseas will be required to take the assessment test again. The offer is contingent upon the assessment tests showing less than a 3% margin of difference. Anything over and above this will need an investigation and will delay the start date of the student. Assessment must take place within a 6 month period of the student starting his or her first day of school.

Developmental assessments will not be considered valid for placement into any classroom outside of the time span.

The Admission Department prepares the appropriate letter for the parents, indicating the Category of Admission (General, SS or SS+ - see section 2.4 of the Admissions Policy) and any conditions for admission.

Once the offer has been accepted, the Admissions department will determine if all necessary documents are secured for the school and the KHDA and the Heads of school will then determine class placement

B. Payment of fees and admission to class

The appropriate Term fees or deposits must be paid within a 5 days of the offer letter being sent in order to receive a classroom assignment.

The payment deadlines will be specified on the offer. Failure to meet these deadlines will mean the offer is void. Invoices for additional English or Special Needs support will be submitted separately and must be settled by the date indicated.

Deposits are non-refundable even if the student does not take the seat in the school.

C. Documents in support of the application

Parents are required to provide full documentation to support their child's application to school. This must include:

- § A Transfer Certificate attested by the local and federal governments showing that the student's start date and end date and the progression from one grade to the next is required.
- § **Note:** *the KHDA will not allow a student to be out of full-time education for more than a thirty day period within an academic year.*

- § Full passport and visa documentation for both parents and child(ren)
- § A copy of the child's birth certificate or official adoption papers
- § Residency visa for both parents and child(ren)
- § The child's academic records for the past 3 years
- § The school will request a confidential form to be filled out by current school.
- § The KG1 and KG2 application, a completed progress report must be sent to the school on school letterhead signed by both the teacher and school head
- § Any documentation concerning needs for learning support
- § Proof of necessary immunisation and a school medical form completed and verified by a doctor at the latest within 15 working days of arriving at school

Failure to produce any of these documents will delay admission and placement.

If any part of the completed application and the supporting documentation is found to be false, misleading, or incomplete, the school reserves the right to withdraw the offer of place or to ask that the child is withdrawn from school having been admitted.

D. Written Recommendation from Previous School

GCS will send an on-line recommendation form to the previous school. GCS will require the parent or guardian to approve via e-mail the authorization of the previous school to fill this form out completely within 5 working days. If this is not done it will delay the admission and placement. All responses from the school will be kept confidential.

E. Developmental Assessment and Tracking

All students who have applied and have been invited for an assessment to join KG's – Grade 2 will be invited to sit for an assessment with either a group or a one to one session with either a teacher or a staff member from admissions. Applicants are invited for assessment in accordance to the priorities stipulated in Appendix 1.

Applicants for Grade 3 and above will be asked to complete an online Cognitive Ability Test (CAT) to assess Verbal, non-verbal and numeracy skills. Assessment must take place within a 6 month period of the student starting his or her first day of school.

Assessments will not be considered valid for placement into any classroom outside of this time span.

If the Primary or Secondary Heads of School considers that an SS or SS+ admission is indicated, further reports will be called for, a meeting with the Head of Support Services team will be arranged for the child and further recommendations will be made on the tracking forms.

Further assessment may also be necessary from outside doctors or educational specialists. If this request is made the parents are responsible for returning the reports back within a 14 day period. Admissions and the Heads of School have the right to ask for further information if the above requests do not seem satisfactory before approving an offer, and have the responsibility of ensuring that the class size, EAL and SEN policies and guidelines are being respected.

Once the Primary or Secondary Heads have completed the cover form of the admissions file, the file is returned to the Admissions office and a letter of offer is sent by e-mail that is listed on the on-line application form. The number of offers made at any one time will not normally exceed the maximum class number, taking into account the number of registered students on roll, in addition to the number of active offers made, minus the number of known leavers, except at the discretion of the Director of Admissions.

F. Refunds of fees

Any application for refunds must be made to the Principal and the Director of Admissions in writing (an e-mail is acceptable) through the accounts office.

Refunds are subject to the Principal's approval and in accordance with KHDA regulations and the written school policy.

The application fee is non-refundable. The student deposit and the re-registration fees are non-refundable.

Term fees will be charged for a full month if a student attends school for two weeks. Term fees will be charged for two full months if a student attends school for more than two weeks but less than a month. Full term fees are charged if the student attends school for more than one month. It should be noted that the school invoices are broken down into three terms, but the academic calendar is divided into two semesters.

Note: Please read Section 16 Appendix 7 Fees Definitions

G. Applicants for new places in KG1 and KG2 to start in the following year

Special arrangements are in place for admitting and assessing students starting the following school year in KG1 and KG2. Please see **Section 2.4 Assessment and Admissions Categories** of the main policy document.

Students are assessed according to the time frame described in Section 2.4 of this policy. Assessments of new applicants consider various areas of readiness, which will be made known to the parents in advance.

Children are judged to be:

- a) Most ready to start school in September of the following academic year
- b) Ready to start school or
- c) Less likely to be ready

Those judged to be most ready are offered places in accordance with the principles described in **Section 2.4** of the main policy and **Section 10 Appendix 1 Priority Admission Groups**. If children are equally qualified, the earlier dates of application will give priority.

Remaining offers are made to those who are judged to be ready, again in accordance with the principles described in Section 2.4 of the main policy and Appendix 1. If children are equally qualified; the earlier dates of application will give priority.

Those judged less likely to be ready will be offered another assessment in 6 months if places are available. Parents will be advised in writing only as to why the child has been judged to be “less ready”. The school will not enter into any subsequent dialogue about this judgement and the school’s decision is final.

Offers will not generally be made to Group 4 applicants for a place in KG1 or KG2 if they are judged likely to be Special Educational Needs SS (Category 2) or SS+ (Category 3) admissions.

H. Acceptance of offers

Where the number of places available is exceeded by the number of applicants on the prioritised waiting list for any year group, parents will be given five (5) working days in which to respond, and a further three (3) working days to secure the place by the non-refundable deposit or full term fee payment. Deposits will then be off-set against the term payment. If this time frame is not met then another offer will be made to the next student on the waiting list. Term payment will be refunded per the rules of **Section 11.5 Refund of Fees**.

Where the number of places available does not exceed the waiting lists, parents will be given up to ten (10) working days in which to reply and a further five (5) to secure the place by the payment of the deposit or full term payment, which will be offset against the term fees. The deposit is non-refundable and the term payment will be refunded per the rules of section 11.5.

Appendix 3: Placement by age into a school grade group

Placement is made in line with KHDA requirements and the IB Curriculum Profile. GCS abides by the KHDA statutory requirement that a child must be age 3 years 8 months on September 15 to enrol in KG1 for that academic school year. This requirement also applies for a child enrolling in KG2, who must be 4 years 8 months and a child enrolling in Grade 1, who must be 5 years 8 months for that academic school year.

Grade Level	Age Appropriate based upon Birth Year
KG1	Turning 3.8 on September 15 of the relevant academic year
KG2	Turning 4.8 on September 15 of the relevant academic year
Grade 1	Turning 5.8 on September 15 of the relevant academic year
Grade 2	Turning 6.8 on September 15 of the relevant academic year
Grade 3	Turning 7.8 on September 15 of the relevant academic year
Grade 4	Turning 8.8 on September 15 of the relevant academic year
Grade 5	Turning 9.8 on September 15 of the relevant academic year
Grade 6	Turning 10.8 on September 15 of the relevant academic year
Grade 7	Turning 11.8 on September 15 of the relevant academic year
Grade 8	Turning 12.8 on September 15 of the relevant academic year
Grade 9	Turning 13.8 on September 15 of the relevant academic year
Grade 10	Turning 14.8 on September 15 of the relevant academic year
Grade 11	Turning 15.8 on September 15 of the relevant academic year
Grade 12	Turning 16.8 on September 15 of the relevant academic year
IBCC	Turning 18-19 on September 15 of the relevant academic year

Appendix 4: Class size policy

If a class is the maximum long-term size, additional students may be considered for short-term period and must be from the General Admissions Category (Category 1). A short-term period is defined as 65 days or less.

Primary and Secondary Classes- The following apply to classes by grade

Year Group	Maximum Long-term Size	Maximum Short-term Size
KG1	24	25
KG2	24	25
Grade 1	25	26
Grade 2	25	26
Grade 3	25	26
Grade 4	25	26
Grade 5	25	26
Grade 6	25	26
Grade 7	25	26
Grade 8	25	26
Grade 9	25	26
Grade 10	25	26
Grade 11	25	26
Grade 12	25	26
IBCC	25	26

Appendix 5: Terms and Conditions of Applicants who need Learning Support (LS) and/or English as an Additional Language (EAL)

The following is the Appendix added to the Offer/Conditional Offer Letter. This acceptance above is conditional based on the recommendation of our Learning support staff and acceptance of any future recommendations requested by the school, where applicable.

Type of Intervention	Cost	Duration
SA (School Action)	Included in tuition fees	1-2 semesters
SA+	Up to 15% of annual tuition fees charged per semester	2+semesters
SA++	Up to 20% of annual tuition fees charged per semester	On-going

Applications from students who speak English as an Additional Language (EAL)

Greenfield is a community school that exists to serve a multicultural and multinational population with diverse needs. All students are assessed in core skills to determine the appropriate category of admission and to ensure that the school is able to meet their educational needs.

Notwithstanding the fact that English is the main language of instruction, Greenfield Community School is committed to making its programme available to students whose first language is not English.

A student whose first language is not English may be admitted to the school if (s)he is judged capable of accessing the curriculum without additional EAL support on a long term basis. However, the school reserves the right to assess an EAL student’s progress and recommend intervention if deemed necessary. This will be in the form of additional EAL support if the student is identified as struggling significantly to adequately access the curriculum and achieve normal progress. There may be an additional fee for this intervention.

Other EAL students may be admitted if they are able to access the curriculum with support as a School Action Plus (SA+) or School Action Plus + (SA++) student. The school will advise parents of the cost and likely duration of any additional EAL course study requirements that may be deemed necessary. The primary aim will always be to empower students to study without additional EAL support at the earliest opportunity.

Applicants who need Learning Support (LS)

It is the responsibility of parents to offer full disclosure in advance concerning a child’s possible learning support needs. Failure to do so may result in the withdrawal of an offer or by requiring the student’s withdrawal from the school.

The school will admit students who require learning support when and if the school has the capacity to support such students without placing additional constraints upon the educational provision for other students in the school. Otherwise, if additional external support is needed above and beyond the normal school provision, offers can then be made to students who may be admitted as SA+ or SA++ admissions.

If a place is offered to a candidate with more complex learning support needs (and in extraordinary cases with an additional EAL requirement), the condition of offer will be made in the School Action Plus + (SA++) admissions category and will be clearly stated in a written document, agreed and signed by the parents and the Principal. The school expects that those students receiving long-term learning and/or language intervention will need to supply an educational psychologist’s report biannually so that dispensations can be applied for with the IB Examinations Board.

Additional charges for learning support at School Action Plus + levels are therefore likely to be of long-term duration. Factors that may determine an offer are:

A sibling has already been offered a place;

The family are willing to pay for appropriate additional support deems to be necessary;
If in the opinion of the Principal, the school has access to the resources to offer an effective education without detriment to the education of other students; and in the opinion of the Principal, the applicant, with support (SA+ or SA++) can access the curriculum in our mainstream classes.

I have read, understood and agree to the above terms and conditions: Name:

Signed:

Date:

Appendix 6: Re-registration Form

The following is the example form used for re-registration of current students.

Re-registration Form
Academic Year 2014-2015
To be returned to the Admissions Office by 31 March 2014

Dear Parent/Guardian

We would like to inform you that the re-registration of your child(ren) is now due for the academic year 2014-2015. As most of our classes for this year are full, current students who do not re-register or contact the school may forfeit their places to new applicants. Please take the time to complete the form below and return it to the school by the above deadline.

If your company pays your child(ren)'s fees and you require an invoice, please tick this box:

If your company pays your child(ren)'s/ fees, please indicate the % tuition fees sponsored:

Re-registration Information:

Please tick

	Name	Current Grade	Re-registering for 2014/15	Not yet decided	Not re-registering for 2014/15
1 st Child					
2 nd Child					
3 rd Child					
4 th Child					
Please give the reason for not re-registering:					

Family Information: Please complete only if your details have been changed recently.

Postal Address	P O Box		
Home Telephone			
Father's Mobile		Father's Work Telephone	
Father's Email			
Mother's Mobile		Mother's Work Telephone	
Mother's Email			

Do you require bus service for 2014-15?

Yes

No

Signature of Parent/Guardian

Name

Signature

Date

15 Appendix 6: Fees Definitions

Note: Please see Appendix 2 section F. Refund of Fees

Application Fee

- Application fee is required to process every student application.
- Application fee is non-refundable but transferable to other Taaleem Schools. Application fees of transferee school will apply. Any underpayment at the initial application will require additional payment at transfer following which the application will be processed. Any excess payment at the initial application will be refunded only through adjustment against the term1/semester fee 1 paid at the transferee school.
- Application fee is not refundable if the parent has been informed of the non-availability of seats and the parent insists on paying the application fees to formally get on to a waiting list.
- Staff discounts do not apply to Application fee.
- Application fee is not charged if any existing student leaves the school during the academic year and re-joins the same school in the same academic year in the following term/semester.
- In case of a student leaving a Taaleem school and re-joining in the following academic year an application fee will be due and payable.
- If TCG's parents are applying for Pre KG, KG1 and KG2. However, application fee will not be charged if student graduates (completes KG2) from TCGs to any Taaleem school for admission into Grade 1 only.
- No application fee is charged for transfers between TCG's (during or at the end of an Academic Year).
- Application fee is non-refundable even if Parent decides to withdraw the child before assessment.

Registration Fee

- The Registration fee for new students requires a deposit of AED 7,000. which is payable within 10 days of the admission letter. Registration fee will be adjusted against Term/Semester tuition fees.
- Registration Fee is non-refundable (unless in case of relocation up to 30 June) but transferable to other Taaleem Schools. Registration fees of transferee school will apply. Any underpayment at the initial registration will require additional payment at transfer following which the admission will be processed. Any excess payment at the initial registration will be refunded only through adjustment against the term 1/semester fee 1 paid at the transferee school.
- Registration fee cannot be rolled over to the following academic year.

Term / Semester Fees

- Semester/Term1 tuition fees must be paid in full by 31 July.
- Students with any outstanding fees will not be eligible to re-enroll for the following academic year.
- Personal cheques will not be accepted for Term/Semester 1 fees from 3 working days prior to the start of school academic year, after which, the school will only accept payments made via Bank Manager's Cheques or Cash/Credit Card.
- Personal cheques will have to clear before the student can be admitted in to the school.
- Student transferring from one Taaleem school to another Taaleem school prior to start of the Term/Semester, the transferee school fees will apply. However, if the transfer is done any time after the start of the academic year, fee will adjusted in accordance with the standard refund policy of the transferor school. Transferee school in this case will issue pro-rata invoices based on date of joining.
- If any student withdraws prior to start of the Term/Semester, full refund will be given excluding Registration or Re-registration fee provided the school is notified prior to the start of the academic year.
- Refund requests must be submitted in writing to school admissions.

IBDP/IBCC Additional Charges

- IBCC/IBDP Textbooks for Grade 11 & 12 are not included in the Fees
- Both the IBDP and the IBCC have additional examination fees borne by the parents at the end of Grade 12. These fees depend on the additional courses selected and taken by each student.