CISA
Cedars International School of Angola

CISA Admission Policy

1. Philosophy and Commitment

At Cedars International School of Angola (CISA), we believe that every learner is unique and capable of success when provided with the appropriate support, structure, and care. Our admissions process is designed to understand the academic, social, emotional, and linguistic profile of each student to ensure a personalized and inclusive learning journey.

CISA is committed to the IB principles of access, inclusion, equity, and international-mindedness. Admissions are non-selective and non-discriminatory, ensuring that all students who can benefit from the educational programme are given the opportunity to enroll

2. Alignment with IB Philosophy and Programme Requirements

CISA has developed and continuously refines its admissions policy through a structured, collaborative, and evidence-based process to ensure alignment with:

- IB Programme Standards and Practices
- The IB mission and learner profile
- Inclusive education principles
- The school's vision, mission, and digital learning philosophy

The policy ensures:

- Open and equitable access to the IB Diploma Programme
- Recognition of student potential rather than selective filtering
- Support for diverse learners, including those requiring academic or language support

3. Admissions Process Overview

Step 1: New Student Form

Parents complete a New Student Form providing background information, academic history, and developmental context.

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Step 2: Primary Assessment Appointment

A structured, non-competitive and non-exclusionary assessment is conducted to understand the student's learning profile.

4. Primary Assessment Components

The Primary Assessment includes:

1. Social Evaluation

- Observation of behavior, interaction, and emotional readiness
- Conducted in an age-appropriate and supportive environment

2. Psychological Evaluation

- Conducted by counselors or specialists
- Identifies emotional, cognitive, or developmental needs

3. Pedagogical Evaluation

- Diagnostic review in English, Math, and Science
- Focus on skills, understanding, and learning potential

Important IB Alignment:

This process does not function as a selective entrance exam, but as a tool to support inclusive placement and differentiated learning, in line with IB philosophy.

5. Parent Feedback and Enrollment Finalization

- Parents receive a clear summary of assessment findings
- Recommendations are provided regarding support pathways
- Families complete enrollment with full transparency of expectations

6. September Assessment Period (SAP)

All students participate in SAP at the beginning of the academic year:

- Diagnostic and observational phase (no formal curriculum delivery)
- Focus on true academic level identification
- Data used to inform teaching, differentiation, and support strategies

Each student receives a General Academic Level Report, ensuring a data-informed start to learning.

7. Student Classification and Personal Education Plans (PEP)

Students are categorized based on SAP:

Category	Description	Response
A	Above benchmark	Enrichment
B	Benchmark level	Standard progression
C	Below benchmark	Structured support

Within **Category C**, the following sub-classifications guide interventions:

Classification	Description	Response
C1	Mild gaps; manageable within regular classroom setting	Standard differentiation and teacher support
C2	Noticeable challenges; needs targeted support	In-class support, small group sessions, or parallel classes
C3	Significant learning or psychological difficulties	Referral to **CISA CARE CENTER (CCC)** for inclusive education services

8. Inclusion and Support – CISA CARE CENTER (CCC)

CISA ensures full alignment with IB inclusion philosophy through the CCC:

- Individualized Education Plans (IEPs)
- Academic and psychological support

- Inclusive classroom integration
- Differentiated and parallel learning pathways

Admission is not restricted based on ability, but supported through structured interventions.

9. Language Policy Alignment

- English is the primary language of instruction
- Students receive **English language support (ESL)** when needed
- Multilingual context (English, Portuguese, Arabic) supports IB international-mindedness

10. Access to the IB Diploma Programme

CISA promotes access to the DP through:

- Academic guidance and counseling
- Clear progression pathways from G6–G10
- Monitoring readiness without restrictive barriers
- Financial support since it needs special additional fees, (scholarships, flexible payment options)
- Academic and support programs
- Special asessment
- All DP students will have a special cleear contract include the programme academic and financial conditions, this contract with the “interrest pathway form” eliminate any programme confusion.

Admission to DP is based on:

- Student readiness decided by CISA ACADEMIC LEADERSHIP.
- Motivation and commitment.
- Potential to benefit from the programme (understanding it)
- Passing the special placement assessment successfully.

11. Stakeholder Involvement in Policy Development

The policy is developed collaboratively with:

- Governing Body – strategic approval
- Head of School – leadership and direction
- DP Coordinator & Pedagogical Leadership Team – IB alignment
- Admissions Office – implementation
- Registrar – implementation
- Support program direction
- CCC Team – inclusion expertise
- Teachers and Counselors – academic and developmental input

12. Policy Review and Continuous Improvement

Review Cycle

Annual review as part of school improvement planning.

Criteria

- IB updates and requirements
- Student performance and profiles
- Community feedback
- Alignment with other policies (Inclusion, Language, Assessment)

Communication

All updates are:

- Shared with the school community
- Published transparently
- Implemented consistently

13. Decision-Making and Governance

All revisions are:

- Based on data and IB expectations
- Reviewed through leadership discussions
- Formally approved by the governing body

Ensuring:

- Transparency
- Consistency
- Alignment with IB philosophy

14. Confidentiality and Ethical Practice

- All student data is confidential
- Admissions decisions are fair and unbiased
- No discrimination based on nationality, background, or ability