

BBIS ADMISSIONS POLICY

1. PURPOSE, MISSION AND VALUES

BBIS's mission, values, and guiding principles are central to how we admit students. They inform every decision we make, ensuring alignment with our educational philosophy and community expectations.

Purpose

This policy outlines the principles, criteria, and procedures that guide admissions at BBIS. It ensures that all applicants are treated fairly and consistently, while supporting transparent decision-making. It also reflects BBIS's commitment to fostering an inclusive and welcoming international school community. We are committed to the principle of equal opportunity in education and employment. BBIS does not discriminate against individuals on the basis of race, colour, sex, sexual orientation, religion, disability, age, or national or ethnic origin in the administration of its educational, admissions or employment policies. We take into account factors including an applicant's prior educational and linguistic background for purposes of admission in order to fulfil the School's guiding statements and the availability of resources and services at the school.

Mission

To inspire everyone in our learning community to be responsible, compassionate global citizens who make a difference through inclusion, innovation, and action.

Guiding Statements

- International education and intercultural learning: respect for diversity, global perspectives, active, authentic learning experiences.
- Global citizenship: knowledge, identity, open-mindedness, service, sustainable lifestyle, ethical behaviour.

Values

- **Pioneering:** Pioneering students are courageous, determined and resilient. They explore the unfamiliar. They question assumptions. They seek creative solutions to the challenges they discover. They collaborate with others to achieve personal and shared goals. They put ideas into action.
- **Reflective:** Reflective students are thoughtful, open-minded and considerate. They evaluate feedback and evidence of learning, recognising their successes and setting goals for further development. They inquire into their approaches to

learning, identifying conditions and strategies that help them learn well. They learn from mistakes by analysing and attributing causes for failure. They develop growth mindsets. They take responsibility for their own learning.

- **Excellent:** Excellent students have high expectations of themselves. They are passionate about learning, embrace opportunities, and take steps to improve themselves. They are driven to be their best selves. They take learning seriously through high levels of engagement, and commitment to self-development. Excellent students welcome and respond to feedback.
- **Caring:** Caring students are empathic, and principled. They take responsibility for self, others and the environment around them. They are committed to service. They learn strategies to overcome impulsiveness and manage their emotions. They build and develop relationships. They manage and resolve conflict. They act as responsible digital citizens. They consider how they can share their skills to help their peers. Caring students take a stand for diversity, equity, inclusion and justice.

2. ELIGIBILITY CRITERIA

Residency

Applicants must reside in the greater Berlin/Brandenburg area or be enrolled in BBIS Boarding. Students must live with at least one parent/guardian unless in boarding.

Age Requirements

- Early Education: 3 years old by 30 September of the entry year
- Grade 1: 6 years old by 30 September of the entry year
- Maximum Age: Students must not reach their 20th birthday before graduation

Many factors are taken into consideration for students applying for admission, including age, previous school records, admissions assessment and the student's ability and needs. Students will be placed in a grade level that is appropriate to their age and their previous school experience, as assessed by our admissions and academic staff. BBIS reserves the right to place students in a grade level which best serves their academic and social needs at the time of admission. Final decisions on grade placement are made by the respective Principal(s). Decisions regarding programme or course eligibility rest with the school following consultation with students and parents.

3. APPLICATION AND REQUIRED DOCUMENTATION

Applicants must submit the following before enrolment:

- Completion of the online application form
- Passport photo
- Copy of birth certificate or passport
- Academic records/report cards from the previous three years must be translated into English, we also accept academic records in German
- Early Education applicants: development report (German: "Entwicklungsstandbericht"), if available
- Confidential teacher recommendation form
- Records pertaining to special educational needs
- Proof of measles protection (required by German law) is mandatory for all students; Early Education applicants must submit this proof before admission.
- Valid visa/residency permit upon admission or before the first day of school

Additional documents may be requested at the Admissions Office's discretion.

4. ASSESSMENT AND PLACEMENT PROCESS

Applicants may be assessed in English and other subjects based on grade level. The process may involve:

- Interviews
- Class visits
- Academic and/or English language assessments

Admission does not guarantee continued enrolment or automatic promotion to the next grade level. These depend on academic, social, and emotional development and adherence to attendance policies. The school may reassign, retain, or discontinue enrolment if student needs cannot be met.

5. ACCEPTANCE CRITERIA AND PRIORITISATION

Applications are accepted year-round and processed in the order received.

Acceptance Priority List:

1. Siblings of current BBIS students
2. New expatriate or international families
3. Families enrolling all children at BBIS
4. Host country nationals with prior attendance at an English-speaking school
5. Host country nationals without prior attendance at an English-speaking school

If a grade level fills to within four spaces of the class or course size limit, students in categories 4 and 5 may be waitlisted to preserve space for international students. A student can only be placed on a waitlist after the application process has been completed, and the application fee has been paid. With the understanding that students in categories 1, 2 and 3 may be given priority over those in categories 4 and 5. Final placement is at the discretion of the school. In the interest of successful inclusion, the admission of students with additional educational needs may be limited depending on the resources and support available. Such students may also be placed on a waiting list. BBIS will inform any waitlisted student as soon as a place becomes available. Applicants are only waitlisted for the academic year they apply; a new application is required for consideration in subsequent school years.

In principle, the maximum number of students is as follows:

Early Education:

- Maximum capacity of 78 children in the early education centre.
- Children are placed in age-appropriate groups (3 year olds; 4 year olds; 5 year olds).
- Group size ranges from 13 to 24 children, depending on enrollment and age.
- Each group is staffed with qualified teachers and assistants.

Grade 1 to Grade 12:

- 24 students per class
- In the Primary School each grade level is supported by Learning Assistants who work across the classes. The number of assistants may vary on age, class size and student need.
- In the Secondary School, Learning Assistants are provided for specific subject support as determined by the school.

6. ADDITIONAL SUPPORT CRITERION:

Students with Additional Educational Needs

Admission for students requiring learning support depends on BBIS's capacity and ability to meet the respective learning support needs. The admissions process is overseen by the School Principals and includes specialists as required. The final decision on admission rests with the school.

The school may request:

- Assessments and/or progress reports
- IEPs (Individualised Educational Plans) and/or statement of special educational need
- Diagnostic reports from Educational Psychologist or equivalent
- Interviews with parents and/or student
- Class visits
- Additional testing and/or request for permission to contact the previous school

English Language Support

- Early Education, Grade 1-Grade 8: Admission available to English language learners, with increasing proficiency for higher grades.
- Grades 9-10: Students must demonstrate a level of English proficiency that enables them to access and thrive the increased academic language demands, knowing that there is no English support offered in Grade 11 and 12.
- Grades 11-12 (IB DP): Must demonstrate English fluency without requiring additional support

7. SPECIAL CIRCUMSTANCES

Children of BBIS Staff Members

Applications for children of new staff receive priority, however may be waitlisted pending student support available. If priority is not used upon hiring, it is forfeited.

- Standard application procedures apply
- Admission is not guaranteed if classes have reached capacity.

Students who are related to staff members will be managed in the same way as any other member of the student body. The parents should be contacted in the same way and with the same frequency and formality as other parents.

8. RIGHT TO ADMIT OR DECLINE

BBIS reserves the right to accept or decline applications at its discretion, in accordance with applicable laws and policies. Final placement decisions are made based on student needs, resources, and institutional fit.

9. POST-ACCEPTANCE CONDITIONS

Admission does not imply permanent enrollment. Continued attendance at BBIS depends on:

- Academic and behavioural performance
- Social/emotional readiness
- Adherence to school policies and attendance
- Fulfilment of legal and visa requirements

10. ACKNOWLEDGEMENT

Falsification or Withholding of Information

Students will not be admitted if records are falsified or if key information (e.g., special needs, behaviour) is missing or incomplete. BBIS may make use of its right to terminate the school contract if a student has been accepted based on false or incomplete information.

Related IB Standards and Practices

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01) **Culture 1.1:** The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

DP 1: The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)

DP2: The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

Review Cycle:

This policy consolidates and replaces the following policies:
7100 - 7106 and 7201

Adopted: 2026

Next Review Due: 2031