



Bali Island School
for a World-Class Education

Admissions Policy & Procedures

2025-2026



IB CONTINUUM



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Bali Island School

for a World-Class Education

Admissions Policy and Procedures

Verification Date: 12 November 2025 Review Due Date: May 2026

BIS Guiding Statements

Vision: To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

Mission: Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable Thinkers Communicators Principled **Open-minded** Caring
Risk-takers **Balanced** Reflective

Related BIS Policies or Procedures

Inclusion Procedures ([Hyperlink](#)), Language Procedures ([Hyperlink](#))

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Policy Purpose

The document ensures that Admissions at Bali Island School (BIS) are consistent with our school's mission and values. We are an intentionally diverse international school that strives to be inclusive and to create an environment that supports globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

Mission Driven Admissions

BIS provides an internationally recognized International Baccalaureate (IB) education, fully accredited in the USA by the Western Association of Schools & Colleges (WASC) and the Council of International Schools (CIS), which emphasizes academic excellence within a well-rounded program.

BIS staff and parents foster a mutually supportive, inclusive school community with high ethical standards in academic and social life, fully utilizing the richness of the school's cultural and international diversity. BIS encourages students to become

active, compassionate, lifelong learners who are equipped to take action on global issues on a local level.

The school community shares a commitment to this mission. It drives all aspects of school life, including school admissions. BIS endeavours to admit and re-enroll families and students who embrace the mission and values of the school.

Diversity

BIS is an intentionally diverse international school. We seek to provide a rich learning environment through enrolling students with a wide range of social, cultural and linguistic backgrounds.

In order to maintain our community and live our mission, we expect families to work in partnership with our school and actively support our IB educational philosophy. On the rare occasions when we believe that families are not displaying behaviors that are contrary to our mission or who are unable to work in partnership with us, we reserve the right to refuse admission, refuse re-enrollment for the following academic year or suggest withdrawal to the individuals concerned. Equally, failure to provide accurate information, or to disclose a known learning disability or other diagnosis, is likely to result in an admissions refusal or the subsequent removal of an offer of enrollment.

Grade Placement

Typically, new students are placed in a grade level according to their birth date (1st September cut-off date). The school will determine grade placement and all other program options in the best interest of the student. At the point of admissions, we will use previous school records, educational attainment, language and learning profiles, and assessment tools to determine the most appropriate grade level placement for a new student. BIS does not promote students beyond their age-appropriate grade level before Grade 2 and will only do so when it is firmly in the best short and long-term interests of the child. The school's decision is final, and the Head of School makes the final decision.

Admissions validity

Applications are valid for **two academic years**. It is the responsibility of the parent to ensure that information on the application remains up to date (new school progress reports are submitted, etc). If we are unable to enroll a child within two academic years, and parents are still wishing to pursue enrollment, a new application must be submitted.

Admissions requirements

In order to be eligible for admission to Bali Island School, the following criteria must be met.

- Students must be age-appropriate for their grade. The birthday cut-off date for the Primary and Secondary Schools is 1st September.
- There is space availability in their age-appropriate class.
- Applicants can access learning in a mainstream classroom with support from our English as an Additional Language program or our Learning Support Program.
- In the Secondary School, applicants must demonstrate proficiency in both academic and social English and satisfy the Secondary Principal or their designated authority that they are capable of meeting graduation requirements. For students entering grade 10 or higher, this includes transferring sufficient credits from prior schooling to be on track for graduation.
- Acceptance is not based upon the date of application. BIS has a rolling admissions policy and will accept candidates based on the given requirements year-round.

Admissions procedures

Student admissions are facilitated through an online Application Form on our admissions platform, Openapply. : [LINK TO APPLICATION FORM](#). This form should be completed by the child's parent or legal guardian.

Application Checklist

- Pay Application Fee of IDR 2.500.000
- Students Registration Form (EOTC, Photo Release Permission Form, Release of Liability, Student Language Survey)
- Student Health Form (Emergency Contact Information & Immunization Records)
- Official school reports for the last 3 years (or as applicable)
- Confidential Teacher Recommendation Form
 - Early Childhood (For Kindergarten/Grade 1)
 - Primary (Grade 2 - Grade 5)
 - Mathematics (Secondary)
 - English (Secondary)
 - Counselor/Administrator (Secondary)
- Birth Certificate
- Student's Passport
- Parent's Passport
- KITAS/Student Visa/Family Card
- HOS and Principal of division review files
- Acceptance Letter
- Pay Registration Fee (IDR 1,500,000 - deduct from invoice)

Admissions Assessment

BIS may administer an admissions assessment as part of the admissions process. At Bali Island School, we use assessments in admission to include students, not to exclude. To that end, we will generally offer an assessment only when we have identified an appropriate space for a student.

Admissions assessments are designed to determine whether students are meeting grade-level expectations in academic English and mathematics. Applicants known or likely to require additional support may be given an alternative assessment. Applicants who are not in the country but whose applications are satisfactory may be offered enrollment with the requirement that they be 'assessed on arrival'.

Applicants (applying for Grade 6 or higher) are asked to take a short **Measures of Academic Progress (MAP) test**.

Non-native English speakers are required to complete an English Language Assessment (**WIDA**) prior to acceptance or prior to the first day of school. This allows teachers to determine the level of additional English support required accurately.

Application Review

Once all application materials have been received and assessments completed, the admissions team will share the student's application with the Deputy Head of School, or Principal of the division, Student Support Coordinator, and the Head of School for review. Application notes are made on the Open Apply platform.

Admission to the IBDP

In secondary school, students who wish to enter the IB Diploma should meet the following requirements in Grade 10 before proceeding to the full IB DP.

- School history, reports and recommendations which indicate previous academic success in a comparable academic environment.
- Students who are not native English speakers or who have not been in an English-medium school may be asked to complete a WIDA assessment.
- Confidence that they will be able to successfully identify 3 out of 6 courses to pursue at Higher Level.
- Passes of (4 or equivalent) or above in a minimum of five subjects, including English, Mathematics and at least one Science.
- Competence in French, Spanish, or Indonesian at a level suitable for Language A or B; OR the ability to take a self-taught Language A. (If a student does not have a sufficient level of competence, an online course of an ab initio language may be discussed as an option).
- Excellent attendance record.

In addition, students intent on pursuing the full IBDP should have:

- Consistently demonstrated a strong work ethic and excellent attendance
- Demonstrated responsible work habits
- Exhibited strong time management skills
- Demonstrated a high level of English oral language and English language literacy skills
- Demonstrated strong oral, written, and analytical skills
- Show a strong personal desire to pursue the full IB Diploma

Should a student not meet these requirements or if they come from a program alternative to the IB, admission to the Diploma Program will be on a case-by-case basis. Candidates may be ineligible for admission into the IB Diploma Program or may be advised to pursue a different pathway, such as a CIS/WASC-accredited High School Diploma, or the IB Certificate Pathway. An interview, family meeting, and direct communication with a current academic advisor may be required before determining admission into the DP for borderline cases. Upon acceptance into the Diploma Program, all students and parents will sign a contract agreeing to adhere to the requirements of the program.

Admissions Flow

1. *Inquiry* - Admissions contacts the family for follow-up
2. *School tour*: Invitation to come and visit the school
3. *Application fee paid* (IDR 2,500,000 per student)
4. *Principal or IB Coordinator meeting* : Admissions liaise with Pedagogical Leadership in case they would like to meet the student or arrange a meeting with the relevant family, or if the family has any particular educational questions (e.g., IBDP course choice).
5. *Completed Application* - Once the application is complete, Admissions sends it via OpenApply to the Student Support Coordinator, SPK Principal, Deputy Head of School, and/or Principal of division, and the school Nurse for review, and then to the Head of School for final agreement.
6. *Result*:
 - *Offer is made*: The Admissions department communicates the decision
 - *Need more info*: - information communicated and managed by Admissions.
 - *Conditional Offer* - decision communicated by Admissions with conditions agreed by the Head of School.

Testing

ALL secondary applicants we would like to accept will be tested using MAP. If the applicant has EAL needs, then the WIDA should also be completed.

- Applicants in the country - testing should be done before an offer is made
- For applicants outside the country, an '*assessment on arrival*' conditional offer can be made. Applicants will complete testing before starting classes. Offers can be amended from conditional offers at this stage.

MID-YEAR:

Once offers are accepted and payments made, start dates can be agreed (mid-year).

New students should start on a Monday:

Before the first day of classes, students and their families must come to school to complete the following:

- MAP/WIDA testing if not done
- School Tour, if not done
- Meeting with the IT team to get devices on the network, log in to Toddle, etc.
- Photos for ID cards
- Briefly meet the Principal of division or Deputy Head of School, Wellbeing Counselor, and the Homeroom teacher (ES)

Prior to the first day, all teachers will be sent information on students: Name, DoB, school coming from, and language profile. The Admissions Officer will endeavour to always give a minimum of 48 hours' notice to teachers of new students.

Admissions will manage all of the above.

First Day - Admissions will meet the new student, the School Wellbeing Counselor, and a student buddy in the same grade level assigned in advance.

Admissions, Learning Support, and English Language Learner Support

BIS offers a limited range of learning and language support services for those students who need additional resources to become independent learners.

The total number of students at BIS receiving additional support should ideally not exceed 25% in any given grade. The total number of students admitted with learning support needs within these percentage quotas is always a decision made between the Head of School, Deputy Head of School and/or Divisional Principal, and the Student Support Team.

Learning Support in Practice

The kinds of support which BIS is currently able to provide include:

- Reading/writing/spelling/phonics remediation;
- Mathematics skills practice;
- Specific social and academic skills, and behavioral coaching, related to the IB Learner Profile and identified goals;
- Curriculum-based support with close collaboration between Learning Support and classroom teachers;
- Specific assignment support.

Students are either supported in class or given additional small-group or one-on-one learning support by the Student Support Teacher. Teachers are expected to differentiate their lessons so that all students can access the curriculum in ways adapted to their needs.

Bali Island School offers 3-tiered levels of Learner Support (plus monitor status). ([Student Services Team Handbook](#))

Priority for Admissions

BIS has a priority system for admission. The priority groupings are as follows:

1. Children who already have siblings enrolled in BIS and who meet other admissions requirements
2. Families with multiple children choosing to enroll all in BIS
3. Children of Expatriate teaching staff.

Admission Decision

The majority of students applying to BIS will be admitted when spaces become available. However, there may occasionally be circumstances under which we:

- Decline admission to students where the School determines that their needs cannot be met. This includes students with severe and profound cognitive and developmental disabilities, students who are more physically challenged than we can manage safely, students with severe emotional, behavioral, or

psychiatric disorders, or students who consistently disrupt the learning of other students as a result of their behavior. The Head of School reserves the right to decline admission if they believe that BIS will not be a place where the student can be successful.

- Decline admission to students whose parents fail to disclose all relevant information about their child's learning needs during the admissions process and/or fail to submit all appropriate documentation.
- Decline a student because we are full in our Learning Support Program.
- Decline a student because we are full in our English as an Additional Language Program.

The school has no obligation to admit a student who applies, and it is not obliged to justify its decision not to admit a student.

Staff Dependent Tuition Scholarships:

The School Board annually provides overall tuition remittance in its Annual School Budget for the children of expatriate faculty. All students who receive tuition remittance must meet the re-enrollment requirements. This provision should not exceed 3% of the school's annual enrollment. Exceptions can be made and this limit can be overwritten by the board.

RE-ENROLLMENT & WITHDRAWING STUDENTS

Re-enrollment Procedure

Re-enrollment will begin in February. The underlying principle behind re-enrollment is that all students and their families will be offered and will accept re-enrollment. To be eligible for reenrollment, families and students must be in good standing with the school. This means that they need to be up to date with all financial obligations to the school, that students should meet the school's expectations, and that parents should work in partnership with our school and actively support our IB educational philosophy.

To determine the above conditions, the Admissions Officer will initially consult with the Student Support Team Coordinator and the Finance Manager. At this stage, the Admissions Manager will note all students who require Learning Support and, therefore, will be offered conditional reenrollment if the school has determined that they can continue to meet the student's needs for the following academic year. Notes shall also be taken of families who have not met their financial obligations to the school. The Head of School shall then advise the Admissions Officer on any other situations that may affect re-enrollment offers (for example, parents who are not working in partnership with the school). This is a significant decision that shall not be taken lightly. The Head of School's decision is final.

Families who meet re-enrollment conditions are contacted via email to ask their intention. Those who indicate that they are intending to return or who are, as yet, unsure are given a re-enrollment form and asked to check their contact details and update as necessary.

Withdrawal Procedure

By the parents:

Parents who wish to withdraw their child from BIS must submit the withdrawal form ([link form from Open Apply](#)) to the Admissions Office at least 5 business days before the child's last day of school. Admissions will communicate as necessary to the child's teachers, relevant IB Coordinators and the division Principal or Deputy Head of School.

The following items must be cleared in order for the student's records to be released:

- Books: Text and library books are returned to the library. If any book is lost, parents need to pay the book costs to the Finance Office.
- IT: Any borrowed school equipment (e.g. laptop, iPad) is returned to the IT Office.
- Finance: All tuition and fees are settled.
- Other services: All costs related to, after-school activities, sports trips, etc, must be paid, as well as any other associated fees

If no administrative holds have been assigned to the student account, the family will have time-limited access to the student's Toddle account to allow them to download historical report cards, etc.

The school does not release any records or other paperwork of any kind until we receive confirmation that all required payments have been processed.

Refund policies

Registration fees are not refundable under any circumstances.

Capital Levy and EOTC fees are not refundable under any circumstances.

No tuition will be refunded after a semester has commenced. Tuition fees may be refunded for any one semester period.

There may be circumstances under which the school has to :

- require parents of current students to seek alternative schooling for their children where the school determines that their needs can no longer be met or where parents or students have not complied with formal written recommendations or requirements of the school or where parents have not demonstrated a commitment to working in partnership with the school, or where parents have failed to disclose a learning or behavioural concern at any stage of enrollment or re-enrollment including when the school has attempted to meet student needs on a temporary basis;

- If not up to date with fees (quarterly), access to the campus for the student will be withdrawn until all relevant financial obligations have been met.

In such cases, the Head of School informs parents by letter and specifies the effective date of withdrawal. The Admissions Office will ask parents to fill out the withdrawal form before the child's last day of school and inform the child's teachers and relevant IB Coordinators and Division Principal or Deputy Head of School.

Verification/Review complete by:

Student Support Team (Counselors and Student Support Coordinator)

SPK Principal

Admissions Manager

Senior Leadership Team: SPK Principal, Deputy Head of School, Head of School

Next Verification/Review to be completed by:

Citations and Bibliography

Pletser, Jayne. "Removing Barriers to Learning, Enabling International Schools to Respond to Diverse Needs: Identifying the Climate and Conditions." *Journal of Research in International Education*, vol. 16, no. 1, Apr. 2017, pp. 106–107, <https://doi.org/10.1177/1475240916675089>.