NURORDA ALMATY School-Lyceum LLP

# ADMISSIONS POLICY

## PYP and MYP · 2026–2027 school year

*This policy explains who the school admits, how admission works and what the timelines are, and what information and support the family receives.*

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|---|---|
| **Document** | Admissions Policy |
| **Version** | 2.0 — unified edition, 2026–2027 school year |
| **Scope** | Admission to Grades 1–8 and re-enrolment (2026–2027 school year); students, parents and staff involved in admissions |
| **Document owner** | The School Director; the admissions office handles the day-to-day work |
| **Discussed** | Pedagogical Council, minutes No. ___ of ___ _____ 2026 |
| **Approved** | Director's order No. ___ of ___ _____ 2026 |
| **Next review** | May–June 2027 (scheduled); earlier if needed |
| **Related policies** | Inclusion Policy, Language Policy, Assessment Policy and Academic Integrity Policy; Child Protection and Safety Procedure |

Approved by: Director _____ / _____

Date: ____ _____ 2026

NURORDA ALMATY School-Lyceum is a candidate school* for the Primary Years Programme and the Middle Years Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit www.ibo.org.

# At a glance

We aim to admit every child who wishes to study. Admission is not selection. It means getting to know the child and planning the support they need in advance.

### The essentials

1. In the 2026–2027 school year, the school admits students to Grades 1–8: Grades 1–4 follow the Primary Years Programme (PYP), and Grades 5–8 follow the Middle Years Programme (MYP). The school plans to open Grade 9 in the 2027–2028 school year.
2. If a place is available and the required documents are complete, we admit the child. We do not refuse admission because a child does not know English, has not studied in an IB programme before or has a support need.
3. There is no entrance test for Grade 1. The introductory meeting is held only to get to know the child better.
4. For admission to Grades 2–8, the interview and diagnostic assessment help us plan the child's learning and support. They are not used for selection.
5. We inform you of the decision in writing within 3 working days. This period starts on the day all documents have been submitted and the assessment is complete.
6. Before you sign the contract, we set out in writing the tuition fees and other fees, and the payment and refund terms.
7. During the first 6 teaching weeks, we work with you to monitor how your child is settling in. This is not a probation period.
8. If you disagree with a decision, you may submit a request addressed to the Director through the school office within 5 working days of receiving the written decision.

## If you have a question

| Question | Who to contact |
|---|---|
| **Documents, deadlines, places, tuition fees** | Admissions office |
| **The child's learning and grade placement** | Academic Director (Grades 1–4 or 5–8) |
| **The PYP or the MYP** | PYP Coordinator / MYP Coordinator |
| **Health and learning support needs** | Inclusion Coordinator (until one is appointed, a staff member authorized by the Director's order), school psychologist; for health matters, the school nurse |
| **Language of instruction and English group** | Language of instruction: Academic Director (Grades 1–4 or 5–8); English group: head of the English department |
| **Appealing a decision** | The school office (addressed to the Director) |

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## 1. Purpose and scope

This policy sets out the procedure for admission and re-enrolment at NURORDA ALMATY School-Lyceum LLP (“Nurorda Almaty”). Its aim is to make admission fair, open and easy to understand. As an IB candidate school for the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP), the school gives every child the opportunity to study as it introduces these programmes.

- **Who it is for:** children who are joining Grades 1–8 or continuing their studies (re-enrolling) in the 2026–2027 school year, their parents (legal representatives) and staff involved in admissions.
- **What it covers:** applications, documents, assessment and interview, the decision, the waiting list, settling in, re-enrolment and transfer.
- **What it is based on:** the Constitution of the Republic of Kazakhstan, the Law on Education, the Model Rules for Admission to Studies, the Personal Data Law, the UN Convention on the Rights of the Child, the IB Programme standards and practices (2020) and the CIS International Accreditation Framework (2024). The full list is in the “References” appendix.

Nurorda Almaty is an IB candidate school for the PYP and MYP (the full statement is on the cover).

## 2. Mission, vision and values

| | |
|---|---|
| **Mission** | By identifying and developing students' abilities, to shape global citizens who embrace human values, constantly strive to improve themselves, and are inquiring and competitive. |
| **Vision** | To bring up every student as a creative person who embraces human values and strives for continuous growth and learning. |
| **Values** | Self-improvement · Collaboration · Integrity · Love |

The school's mission involves identifying and developing students' abilities. That is why admission aims not to select the child but to get to know them and plan their learning well from the first day.

| Value | How it shows in this policy |
|---|---|
| **Self-improvement** | The school identifies the child's strengths and next steps in learning. The decision does not depend on the result of a single test. |
| **Collaboration** | The school agrees the child's needs, support measures and settling-in plan with the family. |
| **Integrity** | The school explains openly and honestly what it can offer, its tuition fees and its IB candidate status. No one is given hidden priority. |
| **Love** | The school welcomes every child with respect. No one is discriminated against because of their language, culture or support need. |

Students develop the attributes of the IB learner profile (for example, inquirers, open-minded, caring and principled) while they study at the school. These attributes are not a condition for admission. Families from different linguistic and cultural backgrounds enrich the international-mindedness of the school community.

## 3. Key terms

| Term | Meaning in this policy |
|---|---|
| **Admissions office** | The office that registers applications, checks documents and stays in contact with the family. |
| **Admissions committee** | The group that reviews the materials about the child and makes a recommendation to the Academic Director. |
| **Introductory meeting** | A conversation with a child entering Grade 1 and their family. It does not affect the admission decision. |
| **Diagnostic assessment** | Tasks used to find out what a child entering Grades 2–8 knows and how proficient they are in the language. The results are used to plan learning and support. |
| **Waiting list** | A list kept with the family's consent when no place is available. It does not guarantee a place. |
| **Support need** | Additional help a child needs for their learning, safety or wellbeing: language, learning, medical or social-emotional help. |
| **Settling-in period** | The first 6 teaching weeks after the child starts school. During this time, the school and the family monitor the child's learning and wellbeing together. |
| **Re-enrolment** | Renewing the contract each year so that the child can continue studying in the next school year. |
| **IB candidate school** | A school that is introducing IB programmes and preparing for authorization (the IB's official permission to offer a programme). Authorization is not guaranteed. |

## 4. Admissions principles

1. **Open access.** If a place is available and the family provides the required documents and consent to the processing of personal data, the school admits a child who wishes to study. The school does not form classes according to children's level of preparation or development. A child is not refused admission because they have not studied in an IB programme before, do not know English or have a support need.
2. **The decision does not depend on a single test.** The interview and diagnostic assessment identify the child's strengths, previous experience and the support they need. They are not used for selection.
3. **A language barrier is not a lack of ability.** The school plans language support, taking into account how well the child knows their home language and the language of instruction.
4. **Age-appropriate placement.** The school decides the grade based on the child's age, the grade they have already completed and the national requirements.
5. **No discrimination.** A child's nationality, race, ethnic and social origin, culture, sex, language, attitude to religion and beliefs, citizenship, place of residence, property status, disability or any other characteristic protected by law does not affect the decision.
6. **All students take part in the programme.** All students in Grades 1–4 take part in the PYP. All students in Grades 5–8, in both the Kazakh-medium and Russian-medium streams, take part in the MYP.

7. **Honest information.** Before the family makes a decision, the school gives them accurate information about its programmes, languages of instruction, support services, tuition fees and IB candidate status.

## 5. Who we admit and to which grade

In the 2026–2027 school year, the school admits students to Grades 1–8. The school plans to open Grade 9 (MYP year 5) in the 2027–2028 school year. The conditions for admission to Grade 9 will be published after the curriculum is approved.

### Grades and ages (guide)

| Programme | Grade | Child's age |
|---|---|---|
| **PYP** | 1 | 6–7 |
| **PYP** | 2 | 7–8 |
| **PYP** | 3 | 8–9 |
| **PYP** | 4 | 9–10 |
| **MYP** | 5 | 10–11 |
| **MYP** | 6 | 11–12 |
| **MYP** | 7 | 12–13 |
| **MYP** | 8 | 13–14 |
| **MYP** | 9 (2027–2028, planned) | 14–15 |

*The table is a guide only. For admission to Grade 1, the school applies the national age requirements. For a child coming from another education system, the school considers the grade individually and agrees it with the family.*

### What we consider at admission (for placement and support, not for selection)

| What we consider | How it is used |
|---|---|
| **Age** | Age and the grade completed; for Grade 1, the national age requirements apply |
| **Academic readiness** | Previous learning experience and diagnostic assessment — to identify the support needed |
| **Language readiness** | Home language, proficiency in the language of instruction and the language support needed |
| **Social readiness** | The child's wellbeing and how they settle into a new environment |
| **Support needs** | Individual needs and the support measures agreed with the family |

No class has more than 25 students, the limit set by the sanitary rules. Before admission opens, the school publishes on its website the number of places available in each class and the order of priority, if it has approved one.

**About MYP years**

If a child is joining Grade 7 or 8, the admissions office explains to the family in advance how many MYP years the child can complete at the school. The school plans to open Grade 9 in the 2027–2028 school year.

## 6. Admission steps

Admission has five stages: introduction, application, assessment, decision and contract. Every year, before admission opens, the school publishes on its website the dates for the start of the main admission period, assessment, decisions and the signing of contracts. For Grade 1, documents are accepted from 1 April to 31 August. During the school year, families may apply at any time if a place is available. The table shows who is responsible for each step.

| Step | What happens | Responsible |
|---|---|---|
| 1 | The family receives information about the school, its programmes, languages of instruction, support services and tuition fees. If they wish, they can tour the school. | Admissions office |
| 2 | The family submits the application and documents and tells the school about the child's known needs. | Parents; admissions office |
| 3 | The school confirms that the application has been registered and informs the family of any missing documents. For a paper application, the school issues a receipt within 1 working day. | Admissions office |
| 4 | The school holds an introductory meeting for Grade 1, and an interview and diagnostic assessment for Grades 2–8. If needed, access arrangements are agreed in advance. | Admissions office; Academic Director; teachers |
| 5 | If needed, the school psychologist, teachers and the PYP or MYP Coordinator review the child's support needs together with the family. | Support team; PYP or MYP Coordinator |
| 6 | The admissions committee reviews the materials and makes a recommendation. The Academic Director makes the decision. | Admissions committee; Academic Director |
| 7 | The family receives the decision in writing within 3 working days. | Admissions office |
| 8 | The family reviews the school's policies, the payment terms and the appeals procedure. The contract is signed. | Admissions office; parents |
| 9 | The Director issues the admission order. The child starts school. | School Director |

### 6.1 Application and documents

The parent (legal representative) submits the application through the school's official website or at the admissions office. The admissions office explains the list of documents, the deadlines and the assessment procedure in advance.

- The child's birth certificate or identity document (to verify the child's details)
- A document confirming the identity of the parent or legal representative and their right to represent the child
- The child's personal file and documents on their academic performance at the previous school (if available; not required for Grade 1)

- The “Child Health Passport” (Form No. 052-2/e) and the “Immunization Passport” (Form No. 065/e)
- A 3×4 cm photograph (a digital photograph for an online application)
- Any reports on learning support for the child and the previous support plan (if available)
- Written consent to the processing of personal data

The admissions office specifies the exact list of medical documents in line with national requirements. Children who are foreign citizens or stateless and live permanently in Kazakhstan are admitted under the national procedure. If a child lives in Kazakhstan temporarily or has returned from abroad, their documents are translated and, if needed, legalized. The school decides the grade individually, based on the child's previous schooling, and explains to the family how to submit any missing documents.

Under the national rules, documents for Grade 1 are accepted from 1 April to 31 August. The admission order for Grade 1 is issued after 25 August.

If a child transfers from another school in Kazakhstan, Nurorda Almaty issues a document confirming that it agrees to admit the child. The previous school sends the child's personal file under the national procedure. The admissions office explains the transfer steps to the family.

## 6.2 Assessment and interview

The purpose of assessment is to get to know the child, not to select them. The school explains to the family in advance what the assessment covers, how it is carried out and what the results are used for.

| Grade | What is used |
|---|---|
| **Grade 1** | An introductory meeting with the child and the family. The child is not required to read and write or to know English. The meeting does not affect the decision. |
| **Grades 2–4 (PYP)** | Observation, an interview, samples of previous work and progress reports, and short tasks if needed. The results are used to plan learning and support. |
| **Grades 5–8 (MYP)** | Previous learning results, an interview and, if needed, diagnostic assessment in subjects and language. Subject understanding and proficiency in the language of instruction are considered separately. The school takes into account the differences between the national assessment system and the MYP assessment criteria. |

If needed, the child receives access arrangements: breaks, extra time, an accessible format or a quiet room. These arrangements do not change the skill being measured. If a technical problem or a health condition affects the result, the assessment is held again.

If a child lives far away, the interview may be held through a video-call tool approved by the school. The school and the family agree in advance how the child's identity will be confirmed and what to do if there is a technical problem. The interview is recorded on video only with the parent's written consent. The result of an online interview is considered under the same rules as a face-to-face interview.

The child must complete the tasks on their own. The school states in advance what help and tools are permitted. If there is a concern that the child did not complete a task on their own, the school first listens to the child and the family. If needed, the assessment is held again.

## 6.3 Children with support needs

Parents tell the school in advance about any known needs related to the child's learning, safety and wellbeing. This information is needed to prepare support, not to refuse admission.

- The admissions office, the school psychologist, teachers and the PYP or MYP Coordinator work with the family to review the barriers and the support needed.

- A diagnosis or a support need is not a reason to refuse admission. A conclusion from the psychological, medical and pedagogical consultation (PMPC) is not a condition for admission.
- If needed, an individual support plan (ISP) is drawn up in line with the Inclusion Policy. It states the responsible staff member, the types of support, the resources and the review date.
- The child's views are taken into account in line with their age.

**What the school can offer and what we decide together**

The school has a school psychologist, a speech therapist, a special education teacher (defectologist) and a teaching assistant. Before the contract is signed, the school tells the family in writing which support is included in the tuition fees and which services are agreed separately. If the school does not have the necessary specialist or conditions, it says so openly, considers possible solutions together with the family and records the outcome. The decision is based on the child's actual needs and interests and on the law. If the family disagrees, the school explains the appeals procedure.

## 6.4 Decision and notification

The decision is based on the documents, the results of the assessment and interview, and the agreed support measures. The admissions committee makes a recommendation, and the Academic Director (Grades 1–4 or 5–8) makes the decision. In the Academic Director's absence, a deputy appointed by the Director makes it.

Once the documents are complete and the diagnostic assessment (for Grade 1, the introductory meeting) is finished, the admissions office informs the family of the decision in writing within 3 working days. If more time is needed, the school tells the family, within the same 3 working days, the reason and the date by which it will reply.

| Decision | What it means |
|---|---|
| **Place offered** | The notification states the grade, the next steps, the deadline for the family's reply and the agreed support. |
| **Placed on the waiting list** | There is no place available in the class. With the family's consent, the child is placed on the waiting list. |
| **Documents or consent requested** | Required documents or consent to the processing of personal data are missing. The admissions office tells the family in writing when the application is registered (Step 3). The 3-working-day period for the decision starts on the day the documents are complete. |
| **Admission refused** | The school refuses admission only on grounds provided by law: there is no place in the class and the family does not agree to join the waiting list, or the required documents or consent to the processing of personal data have not been provided. The school explains in writing the reason for refusal and the appeals procedure. |

The child is considered admitted to the school once the contract has been signed and the Director's order has been issued.

## 6.5 Places and the waiting list

- The number of available places depends on the number of students in the class and the resources needed for teaching.
- If there is no place, the application is placed on the waiting list with the family's consent. Being on the list does not guarantee a place.

- Applications in the same situation are considered in the order in which the complete applications were registered. If there are other priorities, the school publishes them before admission opens. No hidden priority is given.
- If a place becomes available, the admissions office informs the family in writing and states the deadline for their reply.
- If a child transfers during the school year, the school considers the application based on the places available, the period of study completed at the previous school and the settling-in plan.

## 7. Tuition fees and contract

- Before the contract is signed, the school sets out in writing the tuition fees, the entrance fee, the cost of additional services and the payment and refund terms.
- Discounts are given only under the procedure approved by the school. If the school charges a fee for an application or a diagnostic assessment, it publishes the amount and refund terms in advance.
- The contract is drawn up in line with the Model Contract for the Provision of Educational Services.
- Duties that the law places on the school are not offered as additional paid services. If the school offers a paid support service, its content and cost are agreed in writing in advance.
- In admission materials, advertising and the contract, the school describes its IB candidate status using the official text approved by the IB (the statement on the cover of this policy). The school does not call itself an IB World School, does not use the IB World School logo and does not promise an IB certificate or IB-validated results.

## 8. Child safety during admission

- The family provides documents on the child's legal representatives and tells the school in writing who may collect the child from school. If there is a court decision restricting a parent's rights, or a guardianship document, the family provides a copy.
- Important information about the child's health, allergies and the medicines they take is given to the school nurse.
- With the parents' consent, the school may request information about the child's safety and wellbeing from the previous school.
- Any issue concerning the child's safety is dealt with under the school's Child Protection and Safety Procedure.

## 9. Settling in: the first 6 teaching weeks

When the child starts school, the child and the family are introduced to the school's Internal Rules of Conduct and its five policies. The homeroom teacher is the family's main contact. Teachers receive the information they need to help the child start learning, together with details of the agreed support measures.

During the first 6 teaching weeks, the homeroom teacher, the child's teachers and, if needed, the school psychologist work with the family to review the child's learning, language development, social adjustment and wellbeing. If needed, the support plan is updated.

**This is not a probation period**

The settling-in period is not used for hidden selection or for expulsion. Its purpose is to help the child get used to the new environment quickly.

Placement in an English group is confirmed within 2 teaching weeks of the start of lessons and then reviewed at the end of each term (in line with the Language Policy). Language support does not take the child out of main lessons.

When a child moves from the PYP to the MYP, Grade 4 teachers pass information about the child's progress and support needs to Grade 5 teachers. Transitions within the school also follow the equal access principles of this policy.

## 10. Re-enrolment, transfer and leaving the school

- Re-enrolment takes place every year: the family renews the contract within the period the school announces in advance.
- If a child has difficulties with learning or behaviour, the school first uses a support plan, meets the family and reviews the child's progress with them.
- Language difficulties or a support need are not a reason to refuse re-enrolment.
- The Director makes any decision that a child will not continue at the school, on the recommendation of the Academic Director. The decision takes into account the child's interests, the results of support, the contract and the law. The school tells the family the reason for the decision in writing and explains their right to appeal.
- If a child transfers to another school, the school provides the documents and helps to maintain continuity of learning.

## 11. Resources and learning spaces

- **People:** the admissions office, the Academic Directors, the PYP and MYP Coordinators, the school psychologist and teachers.
- **Spaces:** a quiet room for introductory meetings and assessment, and the chance to tour the school. The school checks in advance whether the building is accessible, taking into account the child's needs.
- **Digital environment:** applications through the website, a video-call tool approved by the school, and storage of applications in a protected system.
- **Information:** the family receives this policy and the admission materials in Kazakh and Russian before applying. If needed, the school offers an oral explanation in a language the family understands and an accessible format, and the admissions office helps the family to fill in the application.

## 12. Roles and responsibilities

| Who | What they do |
|---|---|
| **School Director** | • Brings the policy into force by order after it has been discussed at the Pedagogical Council, and is responsible for implementing it<br>• Issues the admission order<br>• Organizes the review of appeals |
| **Academic Directors (Grades 1–4 and 5–8)** | • Review the committee's recommendation and decide on the child's admission<br>• Consider grade placement<br>• Meet the family if needed |
| **Admissions office** | • Gives information to the family and registers applications<br>• Checks documents and reports any that are missing<br>• Communicates the decision in writing within 3 working days<br>• Keeps the waiting list |
| **Admissions committee** | • Reviews the materials about the child and makes a recommendation<br>• Checks that admission is fair and records its recommendations in minutes |
| **PYP and MYP Coordinators** | • Review the child's entry into the programme and the continuity of learning<br>• Explain the policy to teachers |
| **Support team (Inclusion Coordinator, school psychologist and other specialists)** | • Reviews the child's support need together with the family<br>• Takes part in preparing an individual support plan (ISP) if needed |
| **Homeroom teacher** | • Is the family's main contact during the settling-in period<br>• Monitors how the child is settling in throughout the 6 teaching weeks |
| **Parent (legal representative)** | • Provides complete and truthful information and documents<br>• Tells the school about the child's known needs<br>• Reviews the school's policies and meets the terms of the contract |

## 13. Appeals and review of decisions

A student, parent or legal representative who disagrees with a school decision may ask for it to be reviewed. This procedure is the same in all five school policies.

1. **Talk to us.** First speak with the staff member who made the decision, the homeroom teacher or the relevant coordinator. Most issues are resolved at this stage.
2. **Written request.** If the issue is not resolved, submit a request addressed to the Director within 5 working days of receiving the written decision. The school office registers the request: you can bring it to the office or send it to the school's official email address. Explain why you disagree and attach any evidence you have. The homeroom teacher can help you write the request.
3. **Neutral review.** The request is reviewed by a senior staff member or a panel who took no part in the original decision. If the Director made the decision, the school's governing body appoints a neutral person.
4. **Answer.** You receive a reasoned written answer within 10 working days. If the school needs more time, it tells you why and gives a new date.

While the request is being reviewed, the student's learning and any support they need continue. No pressure is put on a student or family for making an appeal. Other ways of appeal provided by law remain available.

An appeal against a decision on admission or re-enrolment follows this general procedure. The family may also apply to the local education authority (the Almaty City Education Department) as provided by law.

## 14. Confidentiality and personal data

- The school collects only the data needed to carry out this policy and uses it only for this purpose.
- Only staff who work directly with the student and need the data for their work can see it. Medical, psychological and disciplinary information is kept strictly confidential.
- Information is shared with third parties only when there is a legal basis or with the written consent of the parent (legal representative).
- Data is stored in protected systems approved by the school. Storage and any transfer abroad follow the Law of the Republic of Kazakhstan “On Personal Data and their Protection” (2013, No. 94-V).
- Records are securely destroyed or anonymized when their retention period ends.
- Parents have the right to see the data about their child and to ask for errors to be corrected. Requests are made through the school office.
- Reports and analyses show only aggregated information that does not allow an individual child to be identified.

- The family gives consent to the processing of personal data in a separate written document. Before the family gives consent, the school explains why the data is processed, who will see it and how long it will be kept. No admission decision is made by an automated system alone. The school asks for separate consent to request information from the previous school and to record an online interview.
- The documents of children who are not admitted are securely destroyed when the retention period set by the school ends.

## 15. Links with other policies

| Policy | Link |
|---|---|
| **Inclusion Policy** | A support need identified at admission is taken into account in the individual support plan (ISP). A support need is not a reason to refuse admission. |
| **Language Policy** | The school explains the languages of instruction to the family before admission. In the PYP, the school takes into account the child's home language and experience of learning languages. In the MYP, it takes into account the child's previous experience in Kazakh, Russian and English and the language in which each subject is taught. The English group is confirmed within 2 teaching weeks of the start of lessons, and the child's language profile is started. |
| **Assessment Policy** | Diagnostic assessment follows the principles of the Assessment Policy. The school takes into account the differences between the national assessment system and the MYP assessment criteria. |

| Policy | Link |
|---|---|
| **Academic Integrity Policy** | The child must complete admission tasks on their own. The school states in advance what help is permitted. |
| **Child Protection and Safety Procedure** | Information about legal representatives, collecting the child from school and the child's health is gathered in line with this procedure. |

## 16. Communication, monitoring and review

### Communication

- The approved policy is published on the school website and on the official channel for parents. A paper copy is available from the school office.
- At the start of each school year, teachers, students and families are introduced to the policy. New staff and new families are introduced to it when they join the school.
- The policy is published in Kazakh and Russian with the same content; an English version is prepared for submission to the IB. If the texts differ, the Kazakh text prevails.

### Monitoring

Throughout the school year, the document owner checks how the policy works in practice using the indicators below. The findings feed into the annual review.

#### How we monitor implementation

| Indicator | Evidence | Responsible | When |
|---|---|---|---|
| **Timely decisions** | Application log: share of applications that received a decision within 3 working days | Admissions office | Every term |
| **Equal access** | Applications, offers of a place, the waiting list, reasons for refusal, refusals of re-enrolment and withdrawals from the school — by stream, grade and support need (without children's names) | Academic Directors | Once a year |
| **Appeals** | Number and content of appeals, time taken to review them and their outcomes | School Director | Once a year |
| **Settling in** | Results of the review after 6 teaching weeks and the family's feedback | Homeroom teachers; school psychologist | For each new student |
| **Families' understanding of the admission procedure** | Short survey of new families | Admissions office | Once a year |
| **Annual review and improvement** | Summary annual report: language and other barriers, adequacy of support resources, appeals and settling-in results; improvement actions with the people responsible and deadlines | School Director; Academic Directors | Once a year (May–June) |

### Review

- The policy is reviewed every year in May–June by the policy review group: the school leadership team, the PYP and MYP Coordinators, teachers, the support team, the librarian, and student and parent representatives.
- If the law, IB or CIS requirements or the school's structure change (for example, when Grade 9 opens), the policy is reviewed earlier.
- Changes are discussed at the Pedagogical Council and approved by the Director's order. Each change is recorded in the version history, and the previous version is kept in the archive.

# Appendix 1. Alignment with IB and CIS standards

The table shows how this policy meets the IB Programme standards and practices (2020) and the CIS International Accreditation Framework (2024). Because the full text of the CIS standards is available only on the members' portal, CIS references are given at the level of the Cornerstone area or Dimension. The table is used as evidence when preparing for authorization and accreditation.

| Standard | Requirement | In this policy |
|---|---|---|
| **PSP Culture 1 (0301-01)** | IB programmes are accessible to as many students as possible | “Admissions principles” |
| **PSP Culture 1.1 (0301-01-0100)** | The admissions policy sets out the conditions for taking part in the programme and is reviewed regularly | “Who we admit and to which grade”, “Admission steps” |
| **PSP Culture 1.2 (0301-01-0200)** | Materials, resources and structures that widen access | “Children with support needs”, “Resources and learning spaces” |
| **PSP Culture 1.3 (0301-01-0300)** | Opportunity for all students to access the programme | “Admissions principles” |
| **PSP 0301-01-0311 (PYP)** | The PYP is accessible regardless of the diversity of students | “Admissions principles” |
| **PSP 0301-01-0312 (PYP)** | The PYP is implemented in all primary grades of the school | “Admissions principles” |
| **PSP Culture 2 (0301-02)** | Admission is aligned with the Inclusion Policy: a support need identified at admission is carried over into the individual support plan and is not a reason for refusal | “Children with support needs”, “Links with other policies” |
| **PSP Culture 4 (0301-04)** | Admission is aligned with the Language Policy: the languages of instruction are explained in advance, language level is not a reason for refusal, and language support is planned | “Admissions principles”, “Settling in: the first 6 teaching weeks”, “Links with other policies” |
| **PSP Culture 1.3 (0301-01-0300) — MYP** | All students in Grades 5–8 take part in the MYP; equal opportunity in decisions on admission and continued study is monitored every year | “Admissions principles”, “Communication, monitoring and review” |
| **PSP Culture 6.1–6.5** | Links between policies, communication to the school community, spaces and resources, the IB learner profile | “Links with other policies”, “Resources and learning spaces”, “Mission, vision and values” |
| **CIS: Guiding Principles** | Truthfulness of the school's stated principles and promises (CIS Code of Ethics) | “Admissions principles”, “Tuition fees and contract” |
| **CIS: Well-being; Cornerstone — Practices** | Identifying the child's needs and taking the child's safety into account at admission | “Children with support needs”, “Child safety during admission” |
| **CIS: Cornerstone — Planning** | Analysing decisions and outcomes every year | “Communication, monitoring and review” |

# Appendix 2. References

1. Constitution of the Republic of Kazakhstan (adopted at the national referendum of 15 March 2026; in force from 1 July 2026).
2. Law of the Republic of Kazakhstan “On Education” No. 319-III of 27 July 2007 (as amended).
3. Model Rules for Admission to Studies in Educational Organizations Implementing General Educational Curricula of Primary, Basic Secondary and General Secondary Education (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 564 of 12 October 2018; restated by Order of the Minister of Education of the Republic of Kazakhstan No. 196 of 29 August 2025).
4. Model Contract for the Provision of Educational Services (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 93 of 28 January 2016, Appendix 2).
5. Law of the Republic of Kazakhstan “On Personal Data and their Protection” No. 94-V of 21 May 2013 (as amended).
6. Law of the Republic of Kazakhstan “On the Rights of a Child in the Republic of Kazakhstan” No. 345-II of 8 August 2002.
7. Sanitary Rules “Sanitary and Epidemiological Requirements for Educational Facilities”, approved by Order of the Minister of Health of the Republic of Kazakhstan No. KR DSM-76 of 5 August 2021.
8. UN Convention on the Rights of the Child (1989).
9. International Baccalaureate. Programme standards and practices (2018, updated 2020). https://www.ibo.org
10. International Baccalaureate. Rules for candidate schools; Rules for IB World Schools; General regulations: PYP, MYP (current editions). IB Programme Resource Centre.
11. International Baccalaureate. Access and inclusion policy (current edition).
12. Council of International Schools. CIS International Accreditation Framework (2024); CIS Code of Ethics. https://www.cois.org
13. Nurorda Almaty: Inclusion Policy, Language Policy, Assessment Policy and Academic Integrity Policy (version 2.0, 2026).

## Version history

| Version | Date | Changes | Approved by |
|---|---|---|---|
| **1.0** | 2026 | First edition. | Pedagogical Council |
| **2.0** | ___ 2026 | The five policies were brought into one structure, language and set of procedures; IB and CIS requirements were added. | Director |