



Diamond International School

Dongsanghin Village, Xaythany District, Vientiane Capital, Laos PDR.

Mobile: +8562055288668, E-mail: Info@dislaos.com,

Website: www.dislaos.com, Facebook Page: Diamond International School

Admissions Policy

Diamond International School serves the educational needs of the national and international community in Vientiane. We welcome children of all nationalities whose families are committed to an international educational curriculum in the philosophy and methodology of an inquiry-based approach to learning in English.

Diamond International School is committed to the principle of equal opportunity in education and employment. The school does not discriminate against individuals on the basis of race, color, sex, sexual orientation, religion, disability, age, or national or ethnic origin in the administration of its educational, admissions or employment policies. We may take into account factors including an applicant's prior educational and linguistic background for purposes of admission in order to fulfill the school's mission of providing education in the English language to the whole community.

Eligibility

English Language Ability

English is the language of instruction in all grades, and the ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment are the guiding principles for admission to the school. All DIS teachers are trained to support language acquisition and learning by non-native English speakers, and English as an Additional Language (EAL) teachers and Lao native speakers who also speak English provide additional support and instruction. We do not offer a separate ESL track within our academic program.

Early Years Program (EYP) and Elementary School:

In the EYP and Elementary school children are admitted regardless of their level of English language proficiency, providing there are no other additional learning needs. If we have some concerns regarding an applicant's ability to access the curriculum, we may require the applicant to attend school on a trial basis without obligation.

Learning Needs

We uphold the principles of a balanced education rooted in the firm belief in inclusion. Academic excellence is reflected in our philosophy of supporting and celebrating the diversity of learning needs within the school community. We endeavor to accommodate students with diverse learning needs to achieve their highest potential while celebrating their unique learning strengths and needs. Applicants with mild social/emotional issues, learning differences or other learning needs are referred to our learning support staff for

At Diamond International School, we nurture international mindedness within our multi-lingual school community and are focused on the development of the whole child as a caring, open-minded and life-long learner

review. Admissions decisions are made by the principal based on the recommendation of the learning support staff. If it is determined that the school is unable to accommodate a candidate's learning needs, DIS will endeavor to direct parents to more suitable options.

Please note that any learning needs or social/emotional, physical or behavioral issues must be fully disclosed and described in detail in the application for admission. Reports of professional assessments, along with details of extra support the applicant is receiving, must also be provided at the time of application. Failure to fully disclose such information at this time may result in revocation of admission or, if discovered after enrollment, require withdrawal from school. Should significant social/emotional/behavioral issues or learning differences become apparent following enrollment in the school, we reserve the right to review a student's progress and determine the appropriateness of his/her continued enrollment in the school within the context of our learning support resources and capabilities and in consideration of the overall classroom environment. This review will include close consultation with parents, but may also involve requiring parents to obtain external assessments. If we determine that we are unable to accommodate a student's learning needs, or if parents are unwilling to obtain requested external assessments, the student will not be able to continue enrollment at DIS.

Parent Communication

As English is the language of instruction at DIS, it is also the primary language for communicating with parents. While most communication with parents are also in Lao, it is highly recommended that at least one parent or guardian be able to communicate comfortably orally in English with school personnel. In addition, parents must be able to access and understand electronic communications from the school (email and web-based platforms). However, the school will provide translators for all meetings with Lao parents if they cannot comfortably communicate in English.

Early Years Program

All EYP students should be able to use the toilet independently and must be able to walk. With the exception of Nursery.

Grade Placement

DIS students come from a wide variety of educational backgrounds, including international and national school systems from around the world, and a complex range of circumstances. Our grade placement policy is based on many years of experience, the need to ensure the quality and consistency of our academic programs, and the ultimate aim to place students in the most appropriate grade for their academic and social development. In almost all cases, placement is determined by age as of the first day of school in the academic year of entry. However, in considering grade placement we may make rare exceptions to this age-based protocol to ensure there is a continuity of the student's education and that they have completed a grade before entering the next grade. In all cases, the final decision on grade placement lies with the school.

Early Years Program

The Early Years Program is a mixed-age program comprised of very young children to the age of five. The Nursery program will include all students to the age of 2 years, 11 months. Preschool consists of children who are 3 years of age. Pre-Kindergarten consists of children who have turned 4 years of age by the first day of school in the year of entry. Kindergarten consists of children who are 5 years old by the first day of school in the year of entry. Currently our Pre-kindergarten and Kindergarten students share the same class and teachers.

Placement in all grades is determined by age as of the first day of school in the academic year of entry as follows:

Entering Grade

Age by first day of school

Nursery	3<
Preschool	3
Pre-Kindergarten	4
Kindergarten	5
Grade 1	6
Grade 2	7
Grade 3	8
Grade 4	9
Grade 5	10

Our first day of school cutoff date and grade placement protocol reflect what we believe to be the most appropriate classification for the social, emotional, and academic well-being of children attending the school. Therefore, to ensure the most appropriate learning environment for all students in the elementary school, as noted earlier we rarely allow exceptions to the above grade placement protocol. The only exceptions that may be made are:

1. when a student may be age appropriate for a certain grade level at DIS but has only completed a short term in the preceding grade, in which case the student will normally be expected to continue at that grade level,

2. when a student may be age appropriate for a certain grade level at DIS but has already completed that grade level at another international school, in which case the student would not normally be expected to repeat that grade if his/her portfolio suggests success at that completed grade level and depending on the date of entry, or
3. a student whose birthday is within 30 days of the first day of school will be given a probationary period, in the appropriate age group, of two months to assess social, emotional, and academic levels. Teachers, administrators, and parents will be part of the decision making concerning final placement.

Screening, Documentation, and Interviews

Early Years Program – There will be a brief play session/interview with parents (preferably both) concerning development of the child. The play session/interview, which enables applicants and teachers to meet and interact with each other in the actual school environment, helps to identify any issues that may affect the applicant's ability to comfortably access the program, while also serving as an informal orientation for the children who are accepted to the EYP.

Elementary School – Children applying for admission to Grades 1 – 5 are required to have a brief formal interview, and we encourage families to visit the school and meet the elementary school principal if possible. In reviewing an applicant's eligibility, we look at current/prior school records and a confidential recommendation from a classroom teacher countersigned by the principal. Without obligation, we may also invite applicants to attend school on a trial basis to assess their ability to access the curriculum.

Wait Lists

When the number of eligible applicants exceeds the availability of spaces for a particular grade, students may be placed on a wait list until space becomes available. Students with siblings already enrolled at DIS are given priority status within the wait list, as are children of DIS staff. We consider various other criteria in selecting students from the waitlist, including whether the student has other viable educational options, his/her level of English and his/her general academic proficiency.

When placing an applicant on a wait list, we try to provide the candidate with a realistic assessment of the chances and possible timing for admittance. However, candidates should be aware that, like most international schools, the enrollment situation at DIS is dynamic and often unpredictable. We periodically contact parents of applicants on the waitlist to update them on enrollment status and to confirm whether they wish to remain on the waitlist.

Admissions Decisions

Admissions staff, the Curriculum Coordinator, and the Principal review all applications. Other school personnel, such as learning and language support staff, may also be involved in the review process. Admissions decisions are made by the Principal.

Once the application is complete, including receipt of school records, confidential recommendations, and payment of the application fee, we usually issue a decision within a week for applicants applying from overseas. Decisions for applicants already residing in Vientiane are usually announced within a day or two of application.

When the admissions decision is available, parents will be notified by email and/or telephone.

Confirmation of Offer and Enrolment

Applicants accepted for admission are asked to accept or decline the offer within one week of receiving notice of acceptance by contacting our admissions office. Once the offer has been accepted, parents will be sent an invoice for the one-time, non-refundable registration fee. They will also be sent a link to the online enrollment portal, where the enrollment process can be completed. In order to confirm enrollment and reserve a space for the accepted applicant, completion of the online enrollment process and payment of the registration fee is due within 30 days of receipt of invoice, or two days before the student's first day of attendance, whichever comes first. These commitments must be made on a timely basis so that:

- 1) We may ensure that places are held for accepted applicants who wish to enroll, and
- 2) In instances where accepted applicants choose other options, we may allocate places to other deserving candidates on the waitlist.

Admission Policy Plan

The DIS Admission Policy is intended to be an accessible document to all stakeholders.

Review of the Admission Policy

This will be reviewed and updated annually by the DIS community.

Drafted and written October 2019, by the DIS community.

Reviewed and revised November 2023, by the DIS community