



Admissions Policy

This policy aims to facilitate a seamless, supportive, and informed admissions experience for all families, ensuring that every student is set up for success in our nurturing and dynamic learning environment.

Inspiring & Empowering

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Acorns Vision

To inspire and empower each other to achieve our personal best.

Acorns Mission

To build an accessible, inclusive learning community of global citizens that pursues academic excellence in a holistic, inquiry-based environment that develops lifelong learners with the attributes to shape a better and more peaceful world.

Acorns Core Values



IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Admissions Policy

1 Purpose

This Policy endeavours to establish a clear, fair, and efficient admissions process that supports the holistic development of students, fostering an inclusive and welcoming environment for families. By outlining transparent procedures and criteria, this policy ensures that each student is placed in an appropriate educational setting that aligns with their developmental needs, enabling them to thrive academically, socially, and emotionally. The policy is designed to uphold the values of inclusivity, diversity, and academic excellence, ensuring that every family receives the necessary guidance and support throughout the admissions journey.

2 Scope

This Policy ensures a transparent, inclusive, and equitable admissions process that upholds the values of diversity and academic excellence. It is designed to support the holistic development of each student by clearly outlining the procedures and criteria that guide families through every stage of the admissions journey—from initial inquiry to confirmed enrollment.

Committed to clarity and consistency, this Policy is regularly reviewed to reflect evolving best practices and is readily accessible on the school's official website.

3 Definitions

Learner Support Service Team (LSS, LSS Team)

- Acorns staff who are titled as Subject Enrichment Teachers, SEN Enrichment Teachers, and LSS Coordinator (LSSC), make up the LSS Team.

Retention

- When a student repeats a yearband. Typically due to lack of readiness or poor attendance.

4 Admissions Procedure

Step 1: Inquiry and Visit

Families are encouraged to contact the Admissions Office to schedule a visit. School tours offer a comprehensive experience of our classrooms, recreational spaces, and extracurricular facilities.

Step 2: Application Submission

Interested families can collect the Welcome Pack, which includes the detailed fee structures and yearband guide. Once the family decides to join Acorns, they confirm the enrollment with a non-refundable Registration Fee and Capital Levy to the Finance Team, who will confirm the payment to the Admissions Office. The Head of Admissions then shares the online admission form link.

Step 3: Placement Assessments

Applicants for PYP1 through MYP4 are required to complete a placement assessment. These assessments evaluate English, Mathematics, and Science (for MYP1 to 4 only) and screen for learning readiness to ensure students are appropriately placed.

For DP applicants, prior academic records, standardised test scores, and a review by the Senior Leadership Team will guide placement decisions.

Step 4: Admission Confirmation

Enrollment is confirmed upon submission of all completed forms and documents, along with full payment of the registration fee. This fee secures your enrollment for up to one academic term.

The family then receives an email from the Admissions Office confirming the enrollment and date of joining.

If a class is full, students will be placed on a waiting list, and parents will be notified as soon as a seat becomes available.

Families can expect an admission decision within 7 to 10 days from the completion of all admission requirements.

Enrollment under Learner Support Services(LSS)

As part of the admission process, parents provide information about their child's developmental history, diagnosed conditions, language skills and any previous or ongoing therapies.

If support needs are disclosed at the time of admission, the admissions team will refer the enrollment to the LSS Coordinator and the programme Curriculum Coordinator.

Further details of enrollment under LSS can be found in the Enrichment and Inclusion Policy.

5 Admission Criteria

Early Years Programme (EYP)

- Admissions are open throughout the year and are based on the child's date of birth. However, for EYP3, as the final class in the Early Years Programme, we adopt a more selective approach when admitting students in Terms 2 and 3. This includes observations and assessments to ensure a smooth transition and successful integration into the school.

Primary Years Programme (PYP)

- Admissions are open year-round. However, we are a little more discerning about placements in Terms 2 and 3, to ensure the student's transition is seamless.
- Standardised placement assessments help determine the student's needs and entry point.
- Acorns may contact the student's previous school for a reference.

Middle Years Programme (MYP1-MYP2)

- Admissions are open year-round. However, we are a little more discerning about placements in Terms 2 and 3, to ensure the student's transition is seamless.
- Standardised placement assessments help determine the student's needs and entry point.
- Previous academic records (reports/transcripts) are mandatory.
- Acorns may contact the student's previous school for a reference.

Middle Years Programme (MYP3-MYP4)

In addition to the above, please note that admissions into MYP3 and MYP4 during Term 3 will be reviewed on a case-by-case basis and require Senior Leadership Team approval.

MYP5 and Diploma Programme (Full Diploma and IB Courses) (Year 13)

We do not accept students into Secondary Candidate classes (MYP5 and DP2 i.e., Years 11 and 13), as these are critical final-year programmes requiring two-year continuity to meet academic and assessment standards.

Diploma Programme (Full Diploma and IB Courses) (Year 12)

Applicants must meet specific academic criteria:

- Average score of 5 in MYP eAssessments or equivalent.
- IGCSE/O-Level: Minimum of C in subjects planned for study, with B in Math and English.
- Uganda National Examinations: Minimum C3, with D2 in Math and English.

Non-Academic Criteria

In addition to academic criteria, non-academic factors such as extracurricular interests, social-emotional readiness, and personal growth potential may also be considered during the admissions process. These aspects contribute to a student's overall well-being and success, ensuring placement in an environment that fosters academic, social, and emotional development.

6 Student Promotion Through Continuing Programmes

At our school, progression from one programme to the next is not automatic. Each student must meet the specific readiness criteria set by the receiving department to ensure a successful transition.

EYP3 to PYP1

In the Early Years Programme students moving into Primary Years Programme are required to undergo a *Readiness Screening Assessment*. This assessment evaluates both academic skills and developmental milestones to ensure each child is well-prepared for the demands of the Primary Years Programme.

If a student does not meet the criteria for promotion to PYP1, the class teacher will schedule a meeting with the parents to discuss the school's recommendation that the child repeat EYP3. This conversation will provide an opportunity for open dialogue and collaboration between the school and family. Following this discussion, parents may choose either to accept the school's recommendation or to proceed with promotion against the school's advice. In either case, parents are required to sign a formal document confirming their decision.

However, if a child recommended for retention has an attendance rate below the required 90%, the school reserves the right to decline promotion to PYP1—regardless of parental preference—in the best interest of the child's long-term success.

PYP6 to MYP1

The transition from PYP6 to MYP1 includes a holistic review of each student's academic performance, behaviour, support needs, and attitude to ensure readiness for the Middle Years Programme. In some cases, an additional assessment or interview with the Secondary team may be required.

If a student does not meet promotion expectations, the school will meet with the parent(s)/guardian(s) to review concerns. MAP results, report cards, and prior teacher communications will inform this discussion. Parents are asked to sign a consent form indicating agreement or disagreement with the school's recommendation. If retained, the student may be reassigned to a different class stream.

Secondary Classes (MYP, DP, A Levels)

At the Secondary level, student placement is based on both academic performance and the ability to meet the programme's expectations. In cases where a student does not meet the required academic standards or demonstrates significant challenges in readiness, the Curriculum Coordinator will convene an academic review meeting with relevant stakeholders, including the student and their parents or guardians.

During this meeting, the most suitable course of action is determined in the best interest of the student's long-term academic success. Possible outcomes may include:

- Placement in a lower grade level – The student may be offered admission to a lower grade to allow for focused academic support and close monitoring of progress.
- Recommendation for alternative educational pathways – If it is determined that the student's needs cannot be met within the current programme offerings at Acorns, families may be advised to pursue alternative pathways better aligned with the student's strengths and goals.
- Transition to the IB Course Programme – The student may be offered the option to transition into the IB Course (as opposed to the full IB Diploma), with a limited selection of subjects and a tailored combination of Higher Level (HL) and Standard Level (SL) courses, designed to match their academic capabilities and future plans.
- MYP5 to DP1 – For students transitioning from MYP5 to DP1, the subject choices are based on their MYP5 eAssessment or equivalent subject records.

All placement decisions are made with the goal of supporting each student's individual learning journey and ensuring their academic wellbeing.

7 Retention and Attendance

In some cases, the school may recommend that a student is retained in a yearband if the student is not meeting the year-level expectations. These recommendations are taken seriously and will be based on, or in combination with, the student's lack of readiness and/or their attendance.

Retention Due to Lack of Readiness

From PYP1 to MYP5 take part in MAP. MAP results are used to gauge student knowledge, track progress and can contribute to retention decisions.

The MAP results indicate a percentile score for each content area tested. The percentile score is an indication of how the student scores, in relation to other students their age, that take the MAP worldwide. For example, a student scores in the 85th percentile; this means they have scored better than 85% of others their age, and have scored lower than 15% of others their age.

The following chart indicates the percentile scores and the indication of what each score *typically* translates to, in relation to student productivity in class.

1-20 Percentile	21-40 Percentile	41-60 Percentile	61-80 Percentile	81-100 Percentile
Low	Low Average	Average	High Average	High
Students typically are still working to understand	Students have a basic understanding of	Students have an understanding of previously taught	Students have a working knowledge of	Students have mastered previously taught

concepts taught in previous year levels. Students are not able to keep up with new concepts being taught in class and need significant intervention and support from teachers and home. They are typically unable to be independent in class at a level required by their year, even with support.	previously taught concepts and understand most of the new concepts being taught. They typically will need teachers to spend more time on a concept in order to understand. They typically need additional support from classroom teachers and home to be independently successful at their year level.	concepts, and are able to keep up with new concepts as they are being taught. These students are typically able to be independently successful at their year level with support from classroom teachers during lessons.	previously taught concepts and are able to quickly apply this knowledge to new concepts. May need minimal support from time to time, but are independently successful at their year level.	concepts and are typically able to be independent at their year level without additional support. They will be learning new concepts at their current year level, and teachers can offer support by encouraging more challenging work after a new concept is mastered.
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Learner Support Services(LSS) specifically tracks the students who are scoring in the “Low” range. These students, for several possible reasons, are unable to make progress in order to meet year-level expectations. After each MAP Assessment, parents of students scoring in this range will be given a letter as notice of their child’s score and recommendations for support, if any.

At the end of the year, the LSS Team will analyse the student’s progress over the academic year and, along with teacher input, make recommendations to parents, if the child would benefit from repeating the year level. This will be a recommendation, which needs to be considered by parents very carefully, but parents can decide to let their child move to the next year level. If parents choose this, they will have to sign a waiver stating that Acorns has made the recommendation, but they do not wish to take it at this time.

Retention Due to Attendance

If a student, at any yearband level, has attended less than 90% per term, AND is scoring in the ‘Low’ range, retention will be mandatory.

Students who have missed 50% or more of a term will be required to take assessments before being placed in a class upon return. This is to ensure they are placed appropriately. EVEN IF their scores previously were above the “Low” range.

8 Exit Procedure

We understand that families may relocate or transition for a variety of reasons, and we are committed to ensuring a smooth and respectful exit process for every student.

To initiate the withdrawal process, parents or guardians are required to submit a written notice of withdrawal to the Admissions Office at least 30 days in advance of the student’s intended

departure date. This notice allows us to facilitate a timely transition and provide the necessary academic and administrative support.

All outstanding school obligations—including tuition fees, library books, locker keys, and other school property—must be cleared prior to departure. Exit forms will be provided by the school and must be completed and signed by the relevant departments.

Upon successful completion of the exit process, the Admissions Office will issue the student's leaving certificate and a Recommendation Letter within 7 working days.

9 Corresponding Policies and Practices

Child Protection and Safeguarding Policy

Acorns Child Protection and Safeguarding Policy outlines the expectations for how Acorns students should be treated and reporting protocols when a student's safety is compromised, either on campus or off campus.

In regards to admissions, Acorns may conduct background checks seeking references with previous schools as Admissions and Designated Safeguarding Officers deem appropriate.

Communication Policy

Upon admission, it is the responsibility of the family to stay engaged with the school's communication platforms and expectations.

It is through these communication platforms and meetings that families would become aware of any academic, behavioural, or attendance concern that may affect a student's continued enrollment.

Any changes to the family's contact information or who is an authorised emergency contact from the original admissions form, must be updated per outlined in the Communication Policy.

Health, Safety, and Security Policy

In the admissions form, families are asked to provide and disclose information about their child's health. It is vital that families are honest about allergies, medications, long term illnesses, etc. in order for the school to make the best possible decisions and accommodations for that student.

In the event of a change in the student's health needs, families are expected to report this to the school nurses via email to admin@acornskisaasi.com.

When required, specific medical plans may need to be in place.

Code of Conduct

All members of the Acorns community are bound to follow the Code of Conduct. In the event that a family does not follow these guidelines, it could result in unenrollment of the student(s) of that family.

Fees and Payment

Fee Structure:

- All fees must be paid at the beginning of each term or at the time of enrollment.
- Annual fees paid in advance qualify for a **5% discount**.
- A **15% reduction** on one term's fees is offered for introducing and admitting new students.

- We offer a few highly competitive scholarships each academic year for enrolled students who demonstrate exceptional merit and genuine financial need.

Additional Fees:

- Lunch, after-school clubs (Early Years and Primary only), and daycare fees are payable in advance at the beginning of each term. Registration forms must be completed before the start of each term.
- Uniforms are available for purchase from the school office.
- Fees for field trips and other experiential learning activities are not included in the tuition and will be charged separately based on the nature and destination of each trip.

Non-Payment Consequences:

Non-payment of fees may result in exclusion from classes. Students who do not attend an entire term will be removed from the class list and required to re-register, including payment of relevant fees and reassessment for placement.

Uniform:

Uniforms are mandatory for EYP3 and above, and optional for younger students in Early Years. PE uniforms are mandatory for every student.

Letters Available from the Admissions Office and Procedure

As a school, we provide students with the following letters:

- Addressed to the Immigration aiding Student Pass applications
- Addressed to the various Embassies/Consulates for tourist visa applications
- General admission letters

These letters can be requested during school working days, i.e. Monday to Friday, between 7:30 am to 4:30 pm via email to admissions@acornskisaasi.com. Plan for these letters ahead of time, and allow for up to two working days before collection. These letters will not be available during school holidays or public holidays.

Ethics and Confidentiality

Applicant data is securely handled, ensuring privacy and ethical standards throughout the admissions process.

Diversity

We embrace diversity, fostering an inclusive community where every student and family feels valued and respected.

10 Relevant International Baccalaureate (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 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
- Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

- Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)
- Culture 6.1: The school implements processes with consideration of the relationship between its IB- mandated policies. (0301-06-0100)
- 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 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
- Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)
- Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)
- Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)
- Student support 2: The school identifies and provides appropriate learning support. (0202-02)
- Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)
- Student support 4: The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)

11 Relevant Council of International Schools (CIS) Standards and Criteria

- A1. The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school.
- A2. The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school.
- A6. The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.
- B6. There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.
- C6. The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.
- D2. There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes.
- D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.
- D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

- D4. Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.
- E2. The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding.
- E5. The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.
- H1. Effective communications foster a productive home-school partnership and a positive learning community.

12 Citation

- “IB learner profile” *Sso.ibo.org*, resources.ibo.org/data/g_0_iboxx_amo_1702_2_e.pdf.

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Last Reviewed Date: April 2025

Next Review Date: April 2027