

European Azerbaijan School



Admissions policy

Revised by the Director, Principals, Deputy Principals, IB coords, Teachers and approved by the Board of Trustees
October 2025

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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.

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.

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.

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.

Thinkers – We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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.

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.

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.

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.

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.

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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.

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.

EAS Mission Statement

The European Azerbaijan School provides each student with a diverse and vibrant education in a compassionate and supportive environment which promotes respect, innovation, creativity, intercultural understanding and critical thinking. This enables students to become reflective and respectful international citizens who, as empowered lifelong learners, can flourish globally and contribute fully and meaningfully to their community and create a more peaceful and inclusive society.

Rationale

The European Azerbaijan School seeks to admit suitably-qualified students of all nationalities whose families want their children to be educated in a school community that represents our multicultural world. Students should have the aptitude to succeed in a rigorous academic environment, while developing the necessary skills and competencies to be active, compassionate learners, and engaged global citizens. The school's admissions policy outlines how the school conducts its admissions on a fair and non-discriminatory basis, adhering to the admissions' criteria.

EAS seeks to create balanced social and learning groups characterized by diversity. Our learning community is united by a common goal of developing the attitudes and interpersonal skills required for successful International Baccalaureate learners worldwide, that is students who possess the appropriate level of academic readiness, are collaborative, internationally minded and able to engage meaningfully in independent inquiry.

Admissions Criteria

The Board holds the Director accountable for defining the academic, physical, emotional, social and behavioural criteria candidates must meet for the acceptance into EAS. The Director has the right to refuse admission to any candidate who does not meet any of the criteria.

The School Director and the four Head of Sections:

- will enforce the assessment criteria for admissions
- will ensure that each candidate is considered fairly
- may vary the selection process in order to optimise the benefit to the school

The preliminary assessment of eligibility comprises:

- Internal Online Test for Primary(starting from Grade 1) and Secondary sections to provide information about the student's ability

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Through interviews in Secondary, we establish:

- sufficient English language proficiency (identifying student's appropriate class LL or LA), according to the needs for each grade level, with an early indication of possible EAL provision and possible language course allocation (school internal assessment, OR diagnostic test result)
- the initial appropriate language course in Azerbaijani
- a positive attitude towards learning, which shows a positive work ethic
- a willingness to be collaborative and develop an internationally-minded approach to learning
- the understanding that the student and family will embrace the school's mission, vision and values.

Through examination of past school records, we also gain further information. Applicants for whom there has not been a full and accurate disclosure of educational records, will not be considered for admission.

Admissions Process

Interested Parents/Students wishing to apply for admission to EAS can gain information about the school and its programmes from the school's website and/or through email and telephone contact with the Admissions team. When requested, a pre-admissions meeting and a school tour with an Admissions team member can be arranged.

No official decision on an application is given until all the following relevant documents have been received:

- All completed application documents
- Non-refundable registration fee
- Any additional supporting information requested by the school, which inform or support the student's application. These may possibly include: transcripts, tests, examination results, individual educational plans (SEN students)

Upon receipt of all the application materials, which includes the student entrance exam, the admissions office will carefully review the application against our published admissions criteria. Final decisions for admission are based on the evidence outlined above, which serves to demonstrate whether the applicant meets all of the admissions criteria. Decisions on admission are determined by the Director, whose decision is final. Payment of the application fee is not a guarantee of admission.

Once an offer has been made, a confirmation email on the acceptance will be sent to the parents/carers and the phone call is made to the parents.

Registration Process

Registration for the upcoming academic year operates on a rolling admissions process. During March, the school begins the formal process with information about examination procedures and informs the parents about the selection process.

The Admissions Office informs parents/carers of the school's decision. These decisions fall

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under 4 different categories: :

1. Accept
2. Accept conditionally
3. Decline
4. Waiting List

Age Appropriate Table

Enrolling families may come from and go to a variety of educational systems that may or may not be similar to the grade name, curriculum and instruction they will encounter at EAS. Appropriate grade placement beyond a student's chronological age might be necessary to insure adequate academic rigour for the students. Regardless of the month of enrolment, the student must have already reached the required age for his or her intended entry grade on or before December 31st of the current year.

For Child Enrolling In:	Age Guidelines On or Before *
ELC 3/ 4/ 5	3-5 years December 31 st
Primary Grades: 1- 4	6-10 years December 31 st

EAS Admission Comparative Class Numbering (for international students)

Age (by December 31)	UK	Scotland	US / Canada EAS
5	Year 1	P1	Kindergarten ELC 5
6	Year 2	P2	Grade 1 Grade 1

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7	Year 3	P3	Grade 2 Grade 2
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8	Year 4	P4	Grade 3 Grade 3
9	Year 5	P5	Grade 4 Grade 4

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10	Year 6	P6	Grade 5 Grade 5
11	Year 7	P7	Grade 6 Grade 6
12	Year 8	S1	Grade 7 Grade 7
13	Year 9	S2	Grade 8 Grade 8
14	Year 10	S3	Grade 9 Grade 9

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15	Year 11	S4	Grade 10 Grade 10
16	Year 12	S5	Grade 11 Grade 11
17	Year 13	S6	Grade 12 Grade 12 (optional)

Early Learning Centre

EAS Early Learning Centre specify that children are eligible for ELC based on their age. To be eligible for 3-4-5-years-old, a child must be at the expected age by December 31st.

The assessor (teacher) is going to understand, during the selection process, if a child demonstrates **social, emotional, physical, and mental** maturity normally expected for successful participation in ELC. The following procedures may be considered:

- An assessment of the child's potential to benefit from early admission to ELC considering emotional stability, social and mental maturity, and physical health
- A meeting held with the parents to consider the appropriateness of entrance into ELC. If/when required, the assessor and the Primary Principal has the right to hold an extra interview with the parent
- The teacher will monitor the child's ability in problem-solving skills, language development, vocabulary and basic fine motor and writing skills, as an indication of the learning process
- The student(ELC K3-K4) will be observed by Primary School counselors (separated from the parents) to determine social interaction, spatial relations and cognitive skills Following this, they will be further observed in the classroom to assess their attitudes and interactions with peers.
- ELC K5 students will be assessed through a paper-based test covering logical reasoning, basic mathematics, motor vocabulary, and readiness for fine motor and writing skills. They will also be individually observed by Primary School counselors, separate from parents, to evaluate social interaction, spatial relations, and cognitive skills, and they will be further observed in the classroom to assess their attitudes and interactions with peers.

Primary Education (Grades 1- 4)

Admission to the Grade 1:

Students who turn 6 by the 31th of December of each year and have mentally and physically developed at age appropriate level can start the admission process to the 1st Grade.

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Student admission entry to Grades 1-4:

Students are assessed through the Internal Online Testing Programme, developed collaboratively by the English Language and Mathematics teachers in consultation with the Deputy Principal for Students' Affairs/SEND Coordinator.

EAS has the right not to admit those students to the school whose test results are not appropriate to the education program or to admit them conditionally dependant on the level of testing results.

In addition to this exam, an Additional Paper is administered to evaluate general motor skills, which show his/her preparedness for school:

- Fine motor skills, including the ability to hold, draw, and write with a pencil/pen

If a student's test results are close to satisfactory and the selection process show that the student has potential to improve, then a parent receives a notification about the student's admission to the school with the condition of he/her showing an improvement during the first three month. A student's development will be evaluated and his/her achievements will be analysed and discussed with the parent monthly. If student passed the probational period successfully, the parents receive the admission acceptance email from school.

A contract will be signed by both parties and the school fees are paid according to the required financial procedures.

The following documents are required for students who are being admitted to Grades 1 - 4 at EAS:

- A parent's (legal representative's) application
- A passport sized Photo (only for Grade1)
- Original and copy of the national ID for Azerbaijani citizens; a copy of the passport or residency card for international students
- Personal file of a student (for Azerbaijani students)
- Transfer certificate and transcript from the previous school for international students (except for the 1st grade)
- Medical certificate about a child health (form 26U)

MYP (grades 5-9) student entry admissions

Students are tested through a Cognitive Ability testing system. An interview in Azerbaijani allows the teacher to identify the Azerbaijani proficiency and skills and to allocate the possible language course. An interview in English is carried out to establish the English proficiency both for general curriculum areas, and for possible language course allocation. This also gives us a preliminary idea about possible EAL needs. The Student Affairs Team interview the student to establish the attitude of the student towards learning, collaboration, peers, intercultural understanding. In addition, this interview may provide initial feedback regarding possible SEN provision. It should be noted that these interviews are intended to give an initial indication of the suitability of a candidate. Further interviews or information may be sought as needed.

EAS has the right to not admit those students whose test results and interview feedback are not suitable for our educational provision.

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If a student's test results are close to satisfactory and the selection process shows that the student has potential to improve then a parent receives a notification about the student's conditional admission to the school, with the condition of he/her showing an improvement during the first three months and then the first semester, as relevant. A student's development will be evaluated and his/her achievements will be analysed during the first semester.

The following documents are required for students who are being admitted to grades 5-9 at EAS:

- A parent's (legal representative's) application
- Original and copy of the national ID for Azerbaijanis, copy of the passport or residency card for international students
- Personal file of a student for Azerbaijani citizens
- Transfer certificate and transcript from the previous school for international students
- Medical certificate about a child's health (form 26U for national students and vaccination records for international students).

Pre-DP/CP/EAS Diploma

Entry requirements from MYP to pre-DP/CP/EAS Diploma

Internal applications for entry to the pre-university programmes follow a pathway process. During this, consideration is given to:

- The student's choice of university courses and location
- The student's ability (through MYP assessment data)
- The student's interests

Entry Requirements for external pre-DP/pre-CP applicants.

The selection process remains the same as for G5-9, although more emphasis is placed upon the child's suitability to enter the DP/CP. This is determined by performance in standardised testing, as well as through interviews and a meeting with DP coordinator or High School Principal.

The following documents are required for students who are being admitted to pre-DP/CP at EAS:

- A parent's (legal representative's) application
- Original and copy of the national ID for Azerbaijanis, copy of the passport or residency card for international students
- Personal file of a student for Azerbaijani citizens
- Transfer certificate and transcript from the previous school for international students
- Medical certificate about a child's health (form 26U for national students and vaccination records for international students).

Entry Requirements for external DP1/CP1 and DP2/CP2 applicants.

EAS admit students to DP2/CP2 only if the student comes from a previous IB world school having followed year 1 of the relevant programme previously.

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Application

Interested students complete an application to the school.

Interview

The Principal/DP/CP Coordinator meets with the candidate looking for sufficient evidence of the candidate's motivation, character, language proficiency, and intellectual aptitude. Teacher references are sought and academic records examined. They also discuss his/her academic and career goals, and how the IBDP/CP may fit in with these.

Approval

The Principal reports to the Director who makes a final decision regarding admittance to EAS.

Notification

- The Admissions Team inform families of the outcome of the admissions process.
- Students who are dissatisfied with the decision may appeal within 5 school days
- The Director, secondary principal and the Coordinator will examine each appeal and decide within 5 school days

Assessment

Students may be further assessed as needed for optimum placement in language courses

Accommodation of the academic subjects of a student who is joining for the second year of the course is subject to availability. If a student's test results are close to satisfactory and the selection process shows that the student has potential to improve then a parent receives a notification about a student's admission to the school with the condition of him/her showing an improvement during the first three month and then semester as relevant. A student's development will be evaluated and his/her achievements will be analysed during the first semester.

Once the student is admitted (both Azerbaijani and international) to the school, parents need to communicate with the school regarding their choice for national requirements to be met. If a family chooses that national requirements are to be met, they must follow the instructions by visiting the student transfer link of the Ministry of Science and Education as below:

<https://sy.edu.az/login>

A psychological assessment measures the way students think, learn, behaviour, creativity, and act. The evaluation may include interviews, assessments and consultations with other professionals involved in the care of the child. The assessment covers activities related to puzzles, drawing and games, creativity, IQ, aggressiveness. The appraisal encompasses a number of areas of competence, such as general intellectual level, vocabulary, memory and understanding, problem-solving, motor abilities, tactile spatial skills and academic skills (reading, arithmetic, spelling and writing).

The psychological assessment is the following:

- ELC - students are observed in the classroom during the games and group work (communication, aggression, behaviour)
- ELC - students first have an individual session with the Primary School counselor to assess their attention, communication, and any behavioral concerns. Following this, they are observed in the classroom during games and group work to evaluate their

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communication, behavior, and social interactions, including any signs of aggression.

- For Grades 1–4, the entrance exam may include psychological questions as well as tests assessing behavior and creativity (e.g., communication, aggression, and social interaction). These assessments are applied in individual cases where attention, communication, or behavioral concerns are identified.
- A questionnaire is going to be use to collect initial information about the student
- A diagnostic assessment is provided for each student during the 1st week of school, in all subjects. Each semester, an evaluation will be developed to analyse and monitor the progress of each student with all the previous results.

Registration Forms

- **ELC Form**
<https://eas.openapply.com/>
- **Primary Form**
<https://eas.openapply.com/>
- **Secondary Form**
<https://eas.openapply.com/>

Transparency, Probation, and Inclusion Alignment

Differentiated Admissions Processes

EAS recognises that each educational stage requires a distinct admissions process to ensure that placement decisions are pedagogically sound and developmentally appropriate.

- **Early Learning Centre (ELC):** Admission focuses on emotional, physical, and social maturity to determine readiness for structured learning environments.
- **Primary (Grades 1–4):** Assessments measure literacy, numeracy, fine motor skills, and cognitive readiness to identify early support needs.
- **MYP (Grades 5–9):** The process evaluates conceptual thinking, language proficiency, and intercultural understanding—skills essential for IB learning.
- **DP/CP (Grades 10–12):** Selection criteria focus on academic rigour, motivation, and alignment with IB pathways and post-secondary aspirations.

Each process is designed to match students' developmental stages, ensuring equitable access while maintaining academic standards and alignment with the school's mission to nurture lifelong learners and responsible global citizens.

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Criteria for Successful Probation Completion

Students admitted conditionally or on probation are monitored to determine sustained progress and readiness for full enrolment.

Probation Duration:

- Standard probation lasts three months, extendable to one semester depending on individual needs.

Successful Completion Criteria:

- Demonstrated academic progress as evidenced by teacher assessments and class performance.
- Positive attitude towards learning and consistent class participation.
- Satisfactory attendance and adherence to school behavioural expectations.
- Collaboration between the student, family, and teachers in achieving set improvement goals.

The Admissions Team, in consultation with the relevant Principal, reviews all probation cases. A formal written decision is shared with parents confirming either full admission, an extension of probation, or withdrawal of the offer if targets are not met.

Standardised Appeals Process

EAS ensures transparency and fairness through a standardised appeals mechanism applicable to all admissions decisions.

Appeal Eligibility:

Applicants may appeal if they believe the admissions process was not conducted fairly or if new evidence affecting their candidacy emerges.

Appeal Procedure:

1. Appeals must be submitted in writing within 7 working days of the decision notice.
2. Appeals are addressed to the Director, stating the grounds for review.
3. The Director convenes an Admissions Appeals Committee, composed of:
 - One representative of the Board of Trustees;
 - The relevant Principal;
 - The Admissions Officer (non-voting secretary).
4. The Committee reviews the appeal within 10 working days, ensuring due process and confidentiality.
5. Written notification of the final decision is sent to the applicant. The decision of the Appeals Committee is final.

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Alignment with Inclusion Policy for Learning Disabilities

EAS is committed to inclusive education by ensuring the Admissions Policy aligns with the *Inclusion Policy (2025)* and *IB Access and Inclusion Framework*.

- The school welcomes students with mild learning disabilities, as defined in the Inclusion Policy, who can engage successfully with the curriculum through differentiated instruction and support.
- During the admissions process, applicants with diagnosed learning needs must provide relevant reports (e.g., educational psychologist or speech therapist).
- The SEND Department participates in the review of applications requiring accommodations to determine appropriate support levels.
- EAS ensures reasonable adjustments during entrance assessments (e.g., extra time, modified formats).
- Students whose needs exceed the scope of the school's support framework will be guided towards appropriate alternative educational pathways, in consultation with parents.

This alignment ensures that every child's right to equitable access is respected while maintaining realistic expectations of the school's capacity to meet specific learning needs.