



Admissions Protocol

EDUCATING CHAMPIONS OF A JUST AND SUSTAINABLE WORLD

Learning to build community. Copenhagen International School will develop the potential of each learner by offering educational excellence in a stimulating environment of cultural diversity and mutual respect.



Shared Understanding of High Quality Learning: Learning is joyful, inquiry driven, and impactful. Authentic learning experiences provoke curiosity, build community, inspire creativity and challenge thinking. Our learners are empowered, open-minded, resilient and ethical. Learning leads to meaningful action, promotes sustainability and confronts injustice.

Date adopted: **November 2023**

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Reviewed by: **School Director, Finance Director, Admissions Director, Director of Student Support, Principals, Deputy Principals, Admissions Officers**

Date of next review: **September 2025**

Date of next full review: **September 2026**



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 interest and sustain our love of learning throughout life. KNOWLEDGEABLE We develop in-depth conceptual understanding, evaluating 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 analyse and have 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, our hosts' and our global histories, as well as the values and traditions of others. We seek and welcome 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 aim to make a positive difference in the lives of others and in the world around us. RISK-TAKERS We approach uncertainty with fortitude 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. 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 recognise our interdependence with other people and environments in which we live. REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We seek to understand our strengths and weaknesses in order to support our learning and personal development.
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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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The IB mission

As an IB world school, Copenhagen International School supports the IB mission:

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 organisation works with schools, governments and international organisations 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.

<https://www.ibo.org/about-the-ib/mission/>

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The IB mission

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1. Purpose

The Admissions Protocol supports Copenhagen International School's (CIS) Vision and Mission as well as its values. The Admission Protocol guides the school in implementing the approved Board policy on admissions and enrolment ([Student Policy, pages 3 and 4](#)). This policy articulates the school's beliefs about access and admission to CIS, and the responsibilities which arise from these beliefs.

2. Guiding Principles

Copenhagen International School serves the educational needs of a diverse international community of students aged 34 months - 18 years, and their families. Admission at CIS is non-discriminatory and open to all students. We welcome, value and respect all applicants irrespective of race, colour, gender, citizenship, ethnic or social origin, disability, political views, religion, belief, sexual orientation. To maintain the international composition of the CIS student body, no single nationality may exceed 25% at any Grade level. Any exceptions to this principle will be made by the school Director.

The school offers a challenging and integrated set of programmes that encourage achievement and a set of values based on the [IB learner profile](#).

3. Admissions Procedures

3.1 Inquiry/Book a Tour

The CIS Admissions Office is the first point of contact which introduces families to the community and the learning experience at the school. To start the application process, families fill out the [inquiry form](#) on the school's website, and a member of the Admissions Team will contact you with answers to your questions or an invitation for a school tour within the following 48 working hours. Inquiries can also be made directly to the Admissions Office at admissions@cis.dk.

To arrange a visit, families must confirm the date and time of the meeting with the Admissions office in email conversation. During the initial meeting, families will be provided with all the information that they need, and offered a 60 to 90 minutes guided tour of the school campus.

3.2 Applications Checklist and Criteria for Review

All prospective students are encouraged to apply, with recognition that no single nationality may exceed 25% at any Grade level at CIS. All applicants will be considered, unless there is reason to believe that admission is not in the best interest of the applicant or the school (please refer to criteria of admissions listed below). Applications for admission will be accepted throughout the year, depending on space availability.

3.3 Application Checklist

Applications are considered complete when the checklist below has been fulfilled. Only complete applications will be considered for admission.

Document	Pre-K	Primary School (K - Gr. 5)	Secondary School (Gr. 6 - Gr 12)
Recent Applicant's Photo	✓		
Copy of applicant's passport (1st page)			
Copies of applicant's report cards, particularly from the most recent school year. Copies of original documents and translations into English (if applicable). Where helpful, it is a good idea to include an explanation of the grading system.	If available	Grades 1 - 5: Last two years	Grades 6 - 10: Last two years Grades 11 - 12: Report cards from all high school years (Grades 9 - 11) and transcript
Completed teacher confidential questionnaire			
Non-refundable application fee			✓

The school understands that in certain circumstances, school reports, teacher/counsellor recommendations may not be available. In these instances, further information will be required from current teachers in the form of a more complex recommendation form, meeting with Principals and/or observation days may be required.

Parental Information Requirements

Ensuring that accurate and complete parental and legal custody information is on file is a critical responsibility for the admissions office. This practice safeguards both the school's legal obligations and the safety of the children.

When processing applications where only one parent is listed, the school will request additional information regarding the other parent. The application for admission will not be moved through the process without detailed information on both parents unless one of the following conditions is met:

1. **Deceased Parent:** The parent submitting the application must provide the copy of a death certificate to verify that the other parent is deceased.

2. **Sole Custody:** If the applying parent has sole custody, they must provide court documentation verifying this arrangement. The parent must also indicate and present documentation about whether there are legal constraints on communicating with or allowing access into the school for the other parent.

Situations Requiring Documentation

The following situations may arise, and the corresponding documentation is required to proceed with the application:

1. **Shared Custody:**
 - Both parents will be included in the application and the student information system.
 - A court decision or equivalent documentation confirming shared custody is required.
 - This requirement applies whether or not the parents are married, as marriage alone does not imply shared custody.
2. **One Parent Custody:**
 - Both parents will be included in the application and the student information system, with the custody holder clearly marked.
 - The custody holder must provide court documentation confirming sole custody.
 - The custody holder must indicate and present documentation about whether there are legal constraints on communicating with or allowing access into the school for the other parent.
3. **Deceased Parent:**
 - A death certificate must be submitted to verify that one parent is deceased.
4. **Legal Guardianship:**
 - If no parents are listed, legal guardianship must be indicated through court documentation attached to the application.
5. **Divorced Parents with Shared Custody and Remarriage:**
 - Both households will be recorded in the system.
 - Both parents will be informed of any relevant communication unless legally indicated differently .

Applications by Relatives

Applications submitted by relatives on behalf of a child will not be accepted unless the relative is a legally appointed guardian and can provide appropriate documentation to that effect.

Full disclosure of information

Full disclosure of all relevant information for a prospective student, including learning support, social-emotional and behavioural needs, is a necessary part of the admissions process. Failure to disclose relevant or requested information can lead to withdrawal of the offer of admission, even after initial acceptance, with no refund of fees.

3.4 Admission testing

Grades	Testing for admissions
PreK - Gr.4	For students in PreK, Kindergarten, and Grades 1 through 4, English proficiency is preferred but not required for admission.
Grade 5	For students to be admitted in Grade 5 they need to be basic users of the English language (able to communicate in everyday situations with commonly-used expressions and elementary vocabulary - A2 level on the EF scale). The grade 5 applicants' English language proficiency will be assessed during the admission interview with the Primary Principal.
Gr. 6 - Gr. 12	All applicants who have not studied in an English medium school for five or more years prior to their applying to CIS, will be asked to take an English as an Additional Language test prior to their admission.
Other testing considerations	Placement tests in Danish, French, German, Spanish, and Mathematics may also be required after admission. Students arriving after the December/January break will be assessed for admission according to the next school year's Grade level.

3.5 Applications Review Criteria

Applicants who successfully complete the checklist and the testing (where applicable) and for whom places are available at CIS are reviewed using the criteria outlined below.

3.5.1 Criteria

- The capacity of the school to meet the educational needs of the applicant;
- The potential of the applicant to benefit from the educational services available;

- The fulfilment of the school's financial requirements;
- Successful completion of all enrolment paperwork;
- Any criteria specific to a particular grade, as outlined below.

Specific Criteria for admission in Pre-K classes:

The [CIS Board policy point 1.9 on class size](#) states that:

'Class sizes and instructional groups shall be optimised for student learning, commensurate with available resources, facilities and staffing. The Director shall establish guidelines for class size and inform the Board of any exceptions to those guidelines. The Board may from time to time review class sizes at each level, to be assured that they remain consistent with the school's mission.'

Admission of new 2.10 year-old-students

The school considers the balance of 2.10 and 3-year-olds within each class when evaluating applications for students aged 2.10 years. This consideration is essential to ensure that the teacher-to-student ratio in the grade is conducive to meeting the developmental needs of students at this specific age level. By maintaining an appropriate balance, the school aims to create an optimal learning environment that fosters individualised attention and peer interaction, facilitating the holistic growth and development of each child in our programme.

Toilet training criteria

- PK2: students are eligible for admission if they are in the process of being toilet trained at home and are not wearing diapers to school. We understand that occasional accidents may happen.
- PK3: students are eligible for admission if they are mostly independent with their toileting
- PK4: students are eligible for admission if they are toileting independently

3.5.2 Meetings prior to the admissions decision

The school will require a meeting and/or assessment before enrolment for the following applicants:

- All applicants who are unable to present school reports and/or counsellor input (see application checklist above);
- All applicants who may have learning or social/emotional needs (whether diagnosed or undiagnosed);
- All applicants whose application files raise questions or concerns that require clarification.

3.6 Class Placement

Grade placement at CIS is determined by the Primary and Secondary School Principals upon evaluating a combination of:

- Age
- Last Grade completed
- Previous school records
- Teacher/Counsellor recommendations
- Testing
- Information from parents.

In Primary School, age appropriate placement takes priority.

Age on August 31st	CIS Class	United States	Denmark	England
2 years and 10 months old*	PreK 2 - 3 yrs.	Pre-School	Børnehave	-----
3 years old	PreK 2-3 yrs.	Pre-School	Børnehave	-----
4 years old	PreK 4 yrs.	Pre-Kindergarten	Børnehave	Reception
5 years old	Kindergarten	Kindergarten	Class 0	Year 1
6 years old	Grade 1	Grade 1	Class 1	Year 2
7 years old	Grade 2	Grade 2	Class 2	Year 3
8 years old	Grade 3	Grade 3	Class 3	Year 4
9 years old	Grade 4	Grade 4	Class 4	Year 5
10 years old	Grade 5	Grade 5	Class 5	Year 6
11 years old	Grade 6	Grade 6	Class 6	Year 7
12 years old	Grade 7	Grade 7	Class 7	Year 8
13 years old	Grade 8	Grade 8	Class 8	Year 9
14 years old	Grade 9	Grade 9	Class 9	Year 10
15 years old	Grade 10	Grade 10	Class 10	Year 11
16 years old	Grade 11	Grade 11	Class 11	Year 12
17 years old	Grade 12	Grade 12	Class 12	Year 13

*Students who are admitted when they are 2 years and 10 months will spend two years in PreK 2 - 3 yrs.

3.7 Addressing requests for grade placement change

In certain instances, parents or educators may request a change in a student's grade placement, either advancing or retaining the student in a higher or lower grade. Such requests typically arise due to factors such as the student's age, the need for curriculum continuity, or a perceived discrepancy between the student's academic ability and their current grade level.

All requests for a grade level adjustment must be submitted in writing to the Section Principal by the parent(s) or educator(s). The request must clearly articulate the reasons for the proposed change, outlining the anticipated benefits for the student. Supporting documentation must be provided to substantiate the request. This documentation may

include, but is not limited to, school reports, standardized test results, teacher observations, and other evidence of the student's learning and development.

Preliminary Review and Consultation

Upon receipt of the request, the Principal will review the rationale and accompanying documentation. The Principal will also seek input and recommendations from the student's current educators to gain a comprehensive understanding of the student's academic and social-emotional context within the school.

The Principal will then arrange a virtual meeting or phone call with the parent(s) and/or educator(s) who submitted the request. The purpose of this meeting is to discuss the request in detail, addressing both academic and social-emotional considerations. This discussion will be guided by the general criteria for admission to the school, as outlined in Section 3.5.1, which includes:

- The school's ability to meet the educational needs of the student;
- The potential benefit to the student from the educational services available;
- Compliance with the school's financial requirements.

Data Collection and Assessment

To make an informed decision, the Principal will ensure that relevant data is collected in consultation with the student's educators. This data may include, but is not limited to, the following factors:

- Physical size and developmental maturity
- Academic potential and performance
- Psychosocial and neurological maturity
- The student's self-concept and independence
- Current grade placement and chronological age
- Gender and age relative to peers
- Competencies in basic skills
- Peer relationships and social integration
- The student's attitude towards grade promotion or retention
- Parental perspectives on grade promotion or retention
- Age and grade placement of siblings
- Input from the family physician
- Availability and response to enrichment opportunities in the current grade

The Section Principal will complete an observation form in collaboration with the student's educators. A similar form will be provided to the parents for their input.

Trial Placement

A trial day will be scheduled in the grade to which the student is proposed to be moved. An independent educator, who does not regularly work with the student, will conduct observations to ensure objectivity. The student will be observed during both structured classroom activities and unstructured times such as recess or lunchtime.

Decision-Making

The Principal will make a decision regarding the student's grade placement based on the comprehensive review of the request, supporting documentation, and in-school observations. This decision will be recorded in the student's file.

Communication of Decision

A summary of the observation results and the Principal's decision will be shared with the parent(s) and/or educator(s) who requested the grade change. This summary will be provided as a pre-read before a follow-up meeting to discuss the decision in detail. The final decision will be communicated in writing following this meeting.

Appeal Process

Should the parent(s) or educator(s) wish to discuss the decision further, they may request a subsequent meeting with the School Director to review and discuss the outcome.

3.8 Placement at CIS and the academic calendar

CIS follows an August through June academic calendar. Students from a different school calendar (e.g. March to February) will be placed in the same Grade they are transferring from in February (the end of their academic year). This will result in a year and a half of attendance in their Grade at the time of transfer.

E.g. Students transferring in February from the Korean education system, after completing Grade 6, will be placed in Grade 6 at CIS to also complete the year here in June (the end of the CIS academic year).

3.9 Admission of students needing student support services

Families of applicants needing student support services of any kind must provide any and all documentation detailing the applicant's needs. This may include, but is not limited to:

- Diagnostic tests;
- Individual Educational/Learning Plans;
- Psycho-educational evaluations;
- Behaviour plans;
- Medical documentation;
- School reports and references;

Depending on the applicant's needs, the documentation must be provided as follows:

Grade/Deadline for application	Tier		
	Ia, Ib and Ic (formerly Accommodation plan, Mild and Moderate)	II (formerly Intensive)	III (formerly Intensive Plus)
Grades	K-12	K-9	K-9

Deadline to apply before the intended first day of school	3 months	6 months
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Based on this documentation, the level of service needed will be determined by the Director of Student Support at CIS. The potential of the school to support the level of need determined for each student will influence the admission decision.

Full disclosure of all relevant information for a prospective student, including learning support, social-emotional and behavioural needs, is a necessary part of the admissions process. Failure to disclose relevant or requested information can lead to withdrawal of the offer of admission, even after initial acceptance, with no refund of fees.

As part of the admissions process, it is essential that parents or guardians fully understand and agree to the recommended level of support for their child, including any associated fees. If, after thorough assessment, the school determines that Tier 2 or Tier 3 services are necessary for a student, the family must agree to these services to ensure the child receives the appropriate support.

Once an applicant has been admitted, CIS will create an individual learning or accommodation plan to assist the applicant in successfully accessing the school curriculum and environment as appropriate to their needs.

Upon enrollment, it is expected that parents or guardians actively partner with the school in continuously supporting their child's educational journey. If, at any point, the level of support required by the student changes, whether due to new assessments, evolving needs, or behavioural or academic concerns, parents are expected to collaborate with the school to adjust the support plan accordingly.

This partnership may include participating in discussions about increased support, agreeing to any necessary changes in services or fees and facilitating any additional testing or evaluations needed to inform and design the best possible support for the student. If parents or guardians do not agree to these adjustments, the school may be unable to provide the necessary accommodations, which could lead to a review of the student's enrollment status.

By agreeing to these terms, parents acknowledge the importance of maintaining a collaborative relationship with CIS to ensure the wellbeing and success of their child.

3.10 Acceptance Process & Waiting Pool

3.10.1 Acceptance Process

The granting or refusal of admission, and the placement of students in a particular Grade, are the responsibility of the Director, in consultation with the school section Principal and the Director of Student Services, as required.

Once a decision for admission has been taken as per the criteria outlined above, the CIS Admissions Office will contact parents with one of two responses:

- Acceptance: Parents are informed of acceptance and starting date. They are directed to the schools' online database to complete the enrolment process. Once accepted, new families will be asked to sign the online Enrolment Contract and Policies to confirm their registration and will be invoiced according to the school applicable Tuition and Fees structure. The Admissions Office will inform parents of the steps needed to complete the admissions process.
- Not accepted: Students who are not accepted may be placed in the waiting pool if parents remain interested in the school. Applicants who are not accepted due to CIS not being able to meet their needs, will not be placed on the waiting pool.

3.10.2 Waiting Pool

Whenever it is not possible to accommodate all **qualified** applicants due to limited space availability, a waiting pool of applications will be created.

CIS will draw from this pool based on the priority groups listed below, as well as on a review of all applications to determine those students we feel can best benefit from CIS education.

Waiting Pool Priority Groups:

Priority 1:

- a. Returning students who are currently enrolled and who confirm their re-enrollment in writing to the Admissions Office by the date established

Priority 2:

- a. Siblings of currently enrolled students;

Priority 3:

- a. Applicants affiliated with diplomatic missions, governmental and non-governmental organisations operating in Copenhagen;
- b. Applicants affiliated with multinational corporations operating in Copenhagen
- c. Applicants who are the children of CIS Alumni

Priority 4:

- a. Former CIS students who left Denmark to study abroad and are returning or the ones who have attended Danish *efterskole*
- b. Students transferring from other IB Schools outside of Denmark

Priority 5:

Other qualified applicants.

3.11 Re-Enrollment

All students must be re-enrolled on a yearly basis. Re-enrollment is prompted by the school's admissions office which sends enrollment contracts to each family. In order to re-enroll, families must review and agree with the enrollment contract and check and update family information. Families are responsible for providing accurate information about their child's needs and history, partnering with the school to support their child academically, socially, emotionally, and behaviorally, and fostering an inclusive culture at CIS.

Upon re-enrollment, families are expected to actively partner with the school to support their child's educational journey. If the student's level of support requires changes—whether due to new assessments, evolving needs, or behavioral or academic concerns—families are expected to collaborate with the school to review and adjust the support plan accordingly.