

Admissions Policy
Múltiplo International School
IB Diploma Programme

1. Purpose

The purpose of this policy is to communicate clearly the principles, criteria, procedures, and responsibilities governing admission to the International Baccalaureate Diploma Programme (IBDP) at Múltiplo International School.

The policy promotes transparency, equity, and consistency throughout the admissions process while ensuring that students and families fully understand the academic expectations, philosophy, and commitment required to successfully participate in the Diploma Programme.

This policy should be read alongside the school's Assessment Policy, Language Policy, Inclusion Policy, Academic Integrity Policy, School Regulations (Regimento Escolar), and the school's Political-Pedagogical Project (*Projeto Político-Pedagógico – PPP*).

2. Philosophy

Múltiplo International School believes that every admission decision should support student success and well-being. Admission to the Diploma Programme is therefore based on a holistic evaluation of each applicant's readiness to engage successfully with the academic rigor, inquiry-based learning, and international-mindedness that characterize the IB Diploma Programme. The school is committed to providing equitable access to the programme while ensuring that admitted students possess the academic foundation, language proficiency, personal commitment, and learning skills necessary to benefit from the programme.

3. Programme Implementation

Múltiplo International School intends to begin offering the IB Diploma Programme in the 2027 academic year, subject to authorization by the International Baccalaureate Organization. The inaugural cohort will consist primarily of students currently (2026) enrolled in Year 10.

4. Admissions Principles

Admissions decisions are guided by the following principles:

- equity and fairness;
- transparency throughout the admissions process;
- holistic evaluation of each student;
- commitment to student well-being;
- alignment between student profile and programme expectations;
- equal opportunities regardless of gender, nationality, ethnicity, religion, socioeconomic background, or personal circumstances.

The school encourages all students who demonstrate interest and appropriate preparation to consider the Diploma Programme.

5. Admissions Process

Admission to the Diploma Programme takes place throughout Year 10 and consists of multiple stages designed to evaluate each student's readiness for the programme.

The process includes:

- participation in information sessions for students and families;
- expression of interest by the student;
- academic review;
- English language proficiency assessment;
- teacher recommendations;
- student interview;
- final admissions review conducted by the admissions committee.

Admission decisions are based on multiple sources of evidence rather than on a single assessment.

6. Admissions Criteria

Applicants are evaluated holistically using evidence collected throughout Year 10.

The admissions committee considers:

Academic Performance: Evidence of consistent academic achievement, including classroom performance and standardized assessments such as MAP Growth.

English Language Proficiency: Because English is the language of instruction for the Diploma Programme, students must demonstrate sufficient language proficiency to access the curriculum successfully. The school may use one or more of the following measures:

- MAP Growth
- TOEFL
- Cambridge English Qualifications (FCE)
- other internationally recognized assessments aligned with the CEFR.

As a general guideline, students are expected to demonstrate:

- B2 proficiency for subjects taken at Higher Level (HL);
- B1 proficiency for subjects taken at Standard Level (SL).

Where appropriate, students may receive individualized recommendations and support to strengthen their English proficiency before entering the programme.

Learning Skills: The school considers evidence of:

- organization;
- time management;
- critical thinking;
- inquiry skills;
- independence;
- resilience;
- willingness to seek feedback.
- Student Motivation

Applicants are expected to demonstrate genuine interest in the Diploma Programme, commitment to academic growth, and readiness to engage actively in the learning process.

Teacher Recommendations: Teachers provide professional insight regarding students' academic progress, learning behaviors, and potential for success in the programme.

6.1 Programme Capacity

To ensure high-quality teaching, effective supervision, and individualized student support, each Diploma Programme cohort will normally consist of up to 30 students. During the initial implementation phase of the programme, the inaugural cohort may be smaller to allow for a gradual and sustainable introduction of the Diploma Programme. Admission decisions are based on students' readiness for the programme and the school's capacity to provide appropriate academic and pastoral support.

6.2 Late Admissions

Students transferring to Múltiplo International School after the beginning of the academic year may be considered for admission to the Diploma Programme on an individual basis.

Admission will depend on:

- programme availability;
- compatibility between the student's previous curriculum and the IB Diploma Programme;
- academic records;
- English language proficiency;
- the student's ability to successfully complete programme requirements within the remaining timeframe.

As a general guideline, admissions after the first 30 calendar days of the academic year will not normally be accepted, except in exceptional circumstances approved by the DP Coordinator and School Leadership Team.

6.3 Transfers from other IB World Schools

Students transferring from another authorized IB World School offering the Diploma Programme may be considered for admission, provided that:

- programme continuity can be maintained;
- subject choices are compatible with those offered by Múltiplo International School;
- appropriate documentation from the previous school is provided;
- the school determines that the student can successfully complete all Diploma Programme requirements.

The DP Coordinator will review the student's academic records, predicted progress, assessment evidence, and subject equivalencies before making a recommendation regarding admission and course placement.

6.4 Transfers from Non-IB Schools

Students transferring from schools that do not offer the IB Diploma Programme may be considered for admission only if the school determines that sufficient curriculum alignment exists and that the student is likely to succeed academically. The admissions committee will evaluate prior learning, English language proficiency, academic records, and the feasibility of completing the Diploma Programme requirements within the available timeframe.

Where significant curriculum gaps exist, admission to the Diploma Programme may not be recommended.

Students who are not admitted to the Diploma Programme will receive individualized guidance regarding alternative academic pathways available at Múltiplo International School. Whenever appropriate, feedback will be provided to support the student's continued academic development.

7. Admissions Timeline

The admissions process normally follows the schedule below:

First Semester of Year 10

- introduction to the Diploma Programme;
- information sessions for students and families;
- expression of interest;
- initial English language assessment;
- individualized feedback.

Mid-Year

- academic review;
- teacher feedback;
- ongoing guidance meetings.

Second Semester

- submission of applications;
- interviews;

- committee review.

End of Year 10

- final admissions decisions;
- confirmation of enrollment;
- additional language assessment where appropriate.

Students transferring from other schools may be considered for admission up to 30 days after the beginning of the academic year, provided that places remain available and all admission requirements are met.

8. Roles and Responsibilities

DP Coordinator

- oversees the admissions process;
- coordinates interviews;
- ensures consistent implementation of admissions criteria;
- chairs the admissions committee.

High School Coordinator

- supports academic review;
- collaborates in admissions decisions;
- monitors student readiness.

School Leadership Team

- approves admissions procedures;
- supports communication with families;
- participates in final decisions when appropriate.

Teachers

- provide recommendations;
- contribute evidence regarding student learning;
- participate in interviews when required.

Students

Students are expected to:

- participate actively in the admissions process;
- provide accurate information;

- attend interviews and meetings;
- demonstrate commitment to the expectations of the Diploma Programme.

Families

Families are valued partners in supporting students throughout the admissions process and their future participation in the Diploma Programme. They are expected to:

- attend information sessions and meetings organized by the school regarding the Diploma Programme;
- become familiar with the philosophy, structure, academic expectations, and assessment requirements of the IB Diploma Programme;
- support students in making informed and realistic decisions regarding programme participation, considering their interests, strengths, aspirations, and well-being;
- encourage students to take ownership of the admissions process and increasing responsibility for their own learning;
- maintain open and timely communication with the school throughout the admissions process;
- provide accurate and complete information requested as part of the application process;
- collaborate with teachers, coordinators, and school leadership to support students' academic, social, and emotional development;
- understand and respect the school's admissions procedures and decisions.

Múltiplo International School recognizes that successful participation in the Diploma Programme is strengthened through a collaborative partnership between students, families, and the school. Families play an important role in supporting students' well-being, independence, and informed decision-making while respecting that students are expected to assume increasing responsibility for their own learning.

9. Records and Communication

All admissions records are maintained securely in accordance with the school's data protection procedures.

Documentation may include:

- academic reports;
- English proficiency results;

- teacher recommendations;
- interview records;
- admissions decisions.

Families receive timely communication through the school's official channels, including:

- the Parent Portal/Intranet;
- official email;
- individual meetings, when appropriate.

10. Related School Policies

This policy is implemented in conjunction with the school's:

- Assessment Policy;
- Language Policy;
- Inclusion Policy;
- Academic Integrity Policy;
- School Regulations (Regimento Escolar);
- Political-Pedagogical Project (Projeto Político-Pedagógico – PPP).

Together, these documents provide a coherent framework for admissions, student support, learning, and assessment.

11. Policy Review

- This policy is reviewed annually by the DP Coordinator, High School Coordinator, School Leadership Team, and participating teachers to ensure continued alignment with:
- IB Programme Standards and Practices;
- IB Diploma Programme requirements;
- Brazilian educational legislation;
- the school's mission and educational philosophy.

Feedback from students and families may also inform future revisions.

12. References

International Baccalaureate Organization

- Programme Standards and Practices (2020)
- Rules for IB World Schools: Diploma Programme (current edition)
- General Regulations: Diploma Programme (current edition)

Múltiplo International School

- Academic Integrity Policy
- Assessment Policy
- Language Policy
- Inclusion Policy
- School Regulations (Regimento Escolar)
- Political-Pedagogical Project (Projeto Político-Pedagógico – PPP)