

Admissions Policy

1. Introduction

This policy is an integral part of a set of policies and is considered a living document that is reviewed yearly for improvement. It was developed with the collaboration of a steering committee comprised of the academic and executive directors, data coordinator, International Baccalaureate (IB) coordinators, section principals, admissions officers, and lead teachers.

Our Admissions Policy is articulated to encourage and maintain diversity in our student body and to ensure that students admitted to School of the Nations can benefit from our education provision.

Our policy and procedures are designed to identify these students to help parents and the School make the best choices in line with the individual needs of each student.

2. School of the Nations Statement

School of the Nations commits to fostering an inclusive and diverse learning environment that respects the backgrounds and identities of all students, staff, and stakeholders.

We strive to provide students with the highest quality academic and moral education programs. An essential part of our effort to prepare students to become responsible world citizens is to uphold and foster an international atmosphere within the School.

School of the Nations recognizes and values the benefits of diversity. To preserve its international character and diversity, it reserves the right to prioritize applicants who are members of an underrepresented group or citizens of countries not represented in our student body.

3. Vision and Mission

Vision

School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship, helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

Mission

School of the Nations educates students to be world citizens based on academic, bilingual, and ethical excellence to develop their capacities to know, love, and serve humankind.

4. Admissions Department

4.1 Introduction

School of the Nations serves a diverse community of students and their families from various nationalities, cultures, and backgrounds. We offer a broad-based education that uses English as the primary language of teaching and learning and aims to promote international-mindedness and global citizenship.

Our Core Values, including the oneness of God and humankind and the equality of men and women, among others, as well as the standards and practices of the IB, guide every feature of our educational provision.

4.2 Advice for Parents Following Admission

Families whose students enroll in School of the Nations are expected to commit to the following:

- Our Vision and Mission
- Their contractual obligations indicated in the enrollment contract
- Attendance at informative school presentations, workshops, and student-led conferences
- Provision of continuing opportunities for their child to develop and express themselves in their mother tongue.

4.3 Purpose

This policy aims to:

- define what is meant by ‘prospective families’ and the entire ‘Nations community’—all students, staff, and parents, as well as all prospective and future members of School of the Nations.
- outline the admissions process and procedures, including purpose, document procurement, and entrance assessments.
- ensure a clear and cohesive link between the inclusivity of the School’s Admissions Policy.
- support a mutual-choice, mission-driven admissions process designed to recruit and retain students eligible for admission.
- define an ongoing review and evaluation of the Admissions Policy in the context of the School’s evolution and application of the policies and guidelines in its Student-Parent Handbook.

5. General Information

5.1 Admissions Committee

The Admissions Committee oversees admissions in particular situations or when needed. The Committee includes, but is not limited to, the Executive Director, the Academic Director, the Admissions Officer, Section Principals, Section Counselors, and select teacher representatives.

5.2 Applications

All applications and items listed below must be completed and provided by the prospective student's parent or legal guardian via <https://scoolofthenations.com.br>.

Students can be admitted to the School any time during the academic year (except for students joining the IB Diploma Programme in Grades 11 and 12). Decisions are based primarily on a student's prior school record (when appropriate), student academic performance determined through assessments administered by the admissions staff, and a personal interview in which students and their families can demonstrate a commitment to the School's Core Values.

Nations' staff members wishing to enroll their children at the School must follow the usual application procedure.

5.3 Required Application Documents

Documents required for the initial Application to be uploaded:

1. Copy of applicant's birth certificate
2. 1 (one) recent photograph—3X4 centimeters
3. The applicant's most recent school report card (Grades 1 to 11)

Documents required for Assessment/Evaluation—to be sent by email.

1. Copy of the applicant's transcript

Additional required documentation

1. Copies of current/recent schoolwork or Measures of Academic Progress (MAP) tests done by the applicant (for example, samples of Math, English, and Sciences—recent work can be copies of tests, exercises, notebooks, etc.
2. Recommendation letters.

Documents required for actual enrollment (final phase for entry):

For students coming from abroad (including Brazilian citizens)

- Birth certificate (copy)* or photocopies of the identification pages of the child's passport.
- Digital photograph of your child (*passport style showing the child's face*).
- Immunization card (*copy*).
- Blood type and Rh factor Testing.
- Original (on paper) of the previous school transcripts in Portuguese (in Portuguese, *Histórico Escolar*), with a statement of the student's final grades *from the beginning of their formal education at the age of six to the most recent grade*.

**For birth certificates issued in a language other than Portuguese or Spanish, an official translation to Portuguese is required under Brazilian Law—to be done by a sworn translator. (Translation may be done in Brazil).*

Note on Translations

Documentation of studies conducted outside Brazil must be translated to Portuguese and contain the consular seal issued by the Brazilian Consulate or embassy in the country of origin, except those countries part of MERCOSUR and France (Cooperation Agreement, promulgated by Decree No. 3,598, on September 12, 2000) and respect diplomatic agreements.

If in doubt, please get in touch with the local Brazilian Consulate or embassy in the country of origin of the school to verify this. However, please note that all applicants' school documentation must be translated and notarized before moving to Brazil.

This refers to school documentation only.

Exceptions

School documents issued in **Argentina, Uruguay, Paraguay, and Venezuela** do NOT need to be notarized. However, as stated above, you must still bring the original signed paper documents.

6. Terms and Conditions

The Admissions Office processes applications only after receiving all required forms and documentation.

School of the Nations admits students who qualify for its bilingual academic program according to admissions criteria. Our Inclusion Policy states that School of the Nations does not discriminate based on religion, ethnic or national origin, or gender in its admission and educational policies.

By signing the Application for Admission Form online, parents and guardians agree to School of the Nations' Admissions Policy terms.

School of the Nations does not grant credit for graduation without a student's complete High School academic history.

7. Criteria for Admission

Admission is at the discretion of the School and may be denied for reasons such as:

- capacity constraints or lack of available space, meaning the School has reached its maximum capacity and cannot accommodate more students.
- institutional inability to cater to the applicant's learning or behavioral needs.
- applicant's past behavior that contradicts the School's values.
- the family's or guardian's inability to prove legal custody of the applicant.

7.1 Applications for Admission are Considered in View of the Following:

- Completion and delivery of all application documents. (All fields must be completed with full disclosure of information relevant to the applicant's academic success).



- Submission of the applicant’s official school transcripts and a letter of recommendation or reference.
- Age requirements of the Grade.
- Diagnostic assessment results (a writing sample, MAP assessments, and an oral language assessment) conducted at school.
- Proficiency in English by Grade 4, by School standards.

In some instances, further assessments may be required to confirm a student's readiness. These additional evaluations assess the applicant’s suitability for School of the Nations’ Program.

7.2 Grade-Level Placement

Owing to the expansive model of student differentiation at School of the Nations, which takes into account a variety of learning needs and strengths, grade placement is based on the student’s age on the school cutoff date of August 1 (please see the table in the section Age Requirements by Grade).

However, when students transfer in, the School will also consider their previous educational records and seek continuity in their education while meeting age requirements by grade.

The grade-level placement of students transferring from another international school that uses a similar academic calendar depends mostly on documentation of the last grade completed and records of their satisfactory performance.

Students transferring from a country whose school year follows a different calendar than that used by School of the Nations will continue in the year they have just completed. For example, a student completing Grade 7 in December in another country or school system will remain in Grade 7 at School of the Nations for the remainder of the academic year.

7.3 Age Requirements by Grade

Applicants from 2 to 17 years old are eligible for admission. Children must be at least two years old before August 1 of the year they enter Nursery.

Age	Nations ANO	US GRADE	British YEAR	France
2–3	Maternal II	Nursery II	Nursery Early Years	<i>Petite Section École maternelle</i>
3–4	Maternal III	Nursery III	Nursery Early Years	<i>Petite Section École maternelle</i>
4–5	Jardim I	Pre-Kinder	Reception	<i>Moyenne Section École maternelle</i>
5–6	Jardim II	Kinder	Year 1 Primary School	<i>Grande Section École maternelle</i>
6–7	1° Ano Fundamental 1	Grade 1 Elementary	Year 2 Primary School	CP (<i>cours préparatoire</i>)
7–8	2° Ano Fundamental 1	Grade 2 Elementary	Year 3 Primary School	CE1 (<i>cours élémentaire</i>)
8–9	3° Ano Fundamental 1	Grade 3 Elementary	Year 4 Primary School	CE2 (<i>cours élémentaire</i>)



Age	Nations ANO	US GRADE	British YEAR	France
9–10	4° Ano Fundamental 1	Grade 4 Elementary	Year 5 Primary School	CM1 (<i>cours moyen</i>)
10–11	5° Ano Fundamental 1	Grade 5 Elementary	Year 6 Primary School	CM2 (<i>cours moyen</i>)
11–12	6° Ano Fundamental 2	Grade 6 Middle School	Year 7 Form 1	6ème
12–13	7° Ano Fundamental 2	Grade 7 Middle School	Year 8 Form 2	5ème (CES)
13–14	8° Ano Fundamental 2	Grade 8 Middle School	Year 9 Form 3	4ème (<i>Collège d'Études Secondaires</i>)
14–15	9° Ano Fundamental 2	Grade 9 High School	Year 10 Form 4	3ème
15–16	1° Ano Ensino Médio	Grade 10 High School	Year 11 Form 5	2ème
16–17	2° Ano Ensino Médio	Grade 11 High School	Year 12 Lower Six	1ère (<i>Lycée</i>)
17–18	3° Ano Ensino Médio	Grade 12 High School	Year 13 Upper Six	Classe Terminale (L, ES ou S)

7.4 Number of Students Admitted

School of the Nations follows the maximum number of students per class as shown in the table ACADEMIC PROGRAMS—NUMBER OF STUDENTS PER CLASS.

School of the Nations does not admit children after the maximum number has been reached unless it agrees that exceeding that number will not adversely affect the School in the long term.



ACADEMIC PROGRAMS—NUMBER OF STUDENTS PER CLASS

Section	Grade	Students Per Class
EARLY CHILDHOOD	NURSERY II	12
	NURSERY III	14
	PREKINDER	18
	KINDERGARTEN	22
ELEMENTARY SCHOOL	GRADE 1	25
	GRADE 2	25
	GRADE 3	25
	GRADE 4	25
	GRADE 5	25
MIDDLE SCHOOL	GRADE 6	25
	GRADE 7	25
	GRADE 8	25
HIGH SCHOOL	GRADE 9	25
	GRADE 10	28
	GRADE 11	28
	GRADE 12	28

7.5 Waiting List

With the exception explained above, if not enough space is available in a class for all qualified applicants, the following criteria are considered:

- whether the applicant is a returning student from a course or an international program;
- whether the applicant is a sibling of an enrolled student;
- whether the applicant is a child of a diplomat or an employee of an international organization;
- whether the applicant is a child of a former student;
- whether the applicant's admission will enrich diversity concerning gender, nationality, or ethnicity.

7.6 Student Assessments and Evaluations

As stated in our Assessment Policy, we use various assessment tools to complement our evaluation methods. Diagnostic assessments and interviews are used to determine the applicant's potential to



benefit from the educational services available, the School's ability to meet the applicant's educational needs, and the student's level of English, Mathematics, and Portuguese (applicable to Portuguese-speaking language students).

Student Assessment Testing is conducted at the School only. The student must be present on campus to take the tests.

As stated in our Language Policy, we assess applicants' language proficiency in English and Portuguese during the admissions process. We provide additional language support through our English Language Learning (ELL) and Portuguese Language Learning (PLL) programs when necessary. Starting in Grade 4, students coming to School of the Nations must have a minimum of English language proficiency, which the principal of each section evaluates.

While inclusive and celebratory of differentiation throughout its programs, the School has chosen to offer dynamic and rigorous academic preparation through the International Baccalaureate (IB) Primary Years Programme (PYP) and the Diploma Programme (DP) framework. Such programs demand enthusiasm, motivation, and perseverance from students.

Depending on certain factors, but especially in later grades where a student may be changing from a different education model or language of instruction, the School reserves the right to refuse admission should it determine that a student's needs will not be adequately supported throughout their time at School of the Nations.

Prospective parents should provide the School with all relevant information about their child's physical, psychological, and social needs and all diagnostic reports.

7.7 Early Childhood Education—Nursery II to Grade 1*

Children entering Nursery II should be at least two years old before August 1st, the year they are admitted. The Early Childhood Principal or Guidance Counselor will interview parents applying for Nursery II and III before deciding on admission.

Screening of children applying for Pre-Kinder and Kindergarten takes place in individual sessions. During these sessions, the children are observed for evidence of academic potential, social skills, and the developmental level of their native language.

7.8 Elementary—Grades 2 to 5

Screening for children applying to elementary classes involves a range of tasks and activities, including observations within a group or individually. Screening looks for social and emotional stability, evidence of academic potential, apparent intellectual ability, and the level of development of the child's native and English language.

For grades 2 to 5, applicants take a reading test and written tests in Portuguese, Mathematics, and English.

**Special permission was granted to School of the Nations by the Regional Office of Education to have its Grade 1 program at the Early Childhood Education Campus.*



7.9 Secondary Assessments—Grades 6–12

Screening for the Secondary School takes the form of:

- a written, internally standardized test in Mathematics (corrected with recommendations by the Head of the Mathematics Department);
- a written test in English at the appropriate level (corrected with recommendations by the Head of the English Department);
- an oral assessment by the Middle or High School Principals or other senior teachers.

If the School deems it necessary, the applicant may be asked to take extra tests or agree to specific conditions as described below:

- Candidates for Grades 6 to 12 may be asked to take oral assessments and MAP tests, including nonverbal reasoning, English, and Mathematics.

Other factors are considered, particularly:

- The candidate’s written reports from previous schools;
- Evidence of past good behavior and positive attitude;
- Special educational needs;
- The attitude and outlook of students and parents in the interview.

All information shall be confidential but will be considered during the admissions procedure by the Principal of the Section.

To make their formal recommendations of acceptance or denial, Section Principals will always review the following:

- the application folder containing student information, grade reports, confidential forms, and internal testing results.
- the recommendation for grade placement made by the Admissions Department.

7.10 Post-Review Procedure

7.10.1 Acceptance

At this phase, the Section Principal approves or denies the application.

School of the Nations’ decision on grade placement is communicated to parents before acceptance and is considered final.

7.10.2 Approval

The Section Principal will select a class group, tutor, and student buddy and return the application folder to the Admissions Department to issue an acceptance letter.

Having written an admission letter, the Admissions Department will transfer the file to the School Records Office for registration and issue an enrollment contract.

7.10.3 Approval with Special Conditions

A term of acceptance for the new student can be contingent upon:

- **Language Development Support** that will require additional assistance from tutors outside the school. This support may need to be funded by the student's family.
- **Academic Support** with a private tutor outside the School, which the family must fund.
- **Inclusion Model of Education** to provide modifications and accommodations when necessary to meet a student's diverse needs.

7.10.4 Denial

The Section Principal will provide the outcome and return the folder to the Admissions Department, which will issue the denial letter based on fully completed applications and in consultation with members of the Admissions Committee.

7.11 Special Learning or Behavioral Needs

The School is able to provide a limited level of support for students with mild learning difficulties. We require families to inform the School of all previously identified special needs or previous educational support at the time of application. The School's learning support lead will evaluate students with diagnosed learning or behavioral issues.

In some cases, parents may be asked to commit to providing extra support for their child's out-of-school provisions.

7.11.1 Responsibilities of the Family and Legal Guardians

As stated in our Inclusion Policy, families are responsible for informing the School of medical evaluation reports, new documentation with suggested strategies for the school environment, or updated reports that affect the student's everyday learning. The documents must be signed and dated with the professional's credentials. Any information regarding the student's Special Educational Needs must be disclosed on the application form. Failure to disclose fully any concerns or problems already evident before applying for admission may be grounds to refuse admission and withdraw a child's place at School of the Nations.

The School does not employ psychologists, speech, language, occupational, or physical therapists or provide programs for students with special needs. These professionals are provided by the family outside the school environment and hours.

The School values partnerships with external specialists hired by the family and is open to their recommendations. However, the School has autonomy in decision-making regarding accommodations and adaptations to be provided to the student according to the School's pedagogical procedures and the Brazilian Law of Inclusion of Students with Disabilities.

7.12 Language Support Programs (ELL and PLL)

At School of the Nations, bilingualism is promoted through a dual language program in which instruction is provided in English and Portuguese. Specially designed programs in English and Portuguese are available for students who require additional instructional support in acquiring basic language skills.

As part of the admissions process, students are evaluated to determine their level of proficiency in English and Portuguese. Based on these evaluations, students may be placed in ELL or PLL Programs, which are offered in different formats depending on current needs.

8. Orientation Day

8.1 Beginning of the Academic Year and Middle of the Academic Year

All new students will have a special orientation on the first day of full classes.

Section Principals or counselors will assign incoming students a *buddy* who will introduce them to the school, its rules and regulations, and the various buildings and school areas and orient them to the day-to-day routines at Nations to help prepare them for a smooth transition.

9. IB Programmes Offered at School of the Nations

IB Mission Statement

The IB was founded in 1968 in Geneva to provide an internationally recognized school qualification for mobile families and to develop an educational program that fosters the knowledge, skills, and understandings that underpin international awareness and mindedness.

The organization works with schools, governments, and international organizations to develop challenging international education programs and rigorous assessments.

These programs encourage students worldwide to become internationally minded, active, compassionate, and lifelong learners who understand that other people, even with their differences, can also be right.

Primary Years Programme (PYP)

The school offers the PYP across all early years and elementary grades (Nursery 2 to Grade 5).

“The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education. It reflects the best educational research, thought leadership, and experience derived from IB World Schools.” Source: <https://www.ibo.org/programmes/primary-years-programme/>

All students enrolled at School of the Nations from Nursery 2 to Grade 5 are part of the PYP.

Furthermore, in the Early Years (Nursery to Grade 1), a Reggio Emilia-inspired approach plays a central role in our curriculum.

Diploma Programme (DP) and Certificate Programme

The school offers the DP in High School for Grades 11 and 12. The DP provides a globally recognized and rigorous education emphasizing international-mindedness, intercultural awareness, and critical thinking. Additionally, the DP allows many students to receive advanced standing or credit when applying to universities.

Even in cases where credits are not granted, the DP provides students with the chance to hone essential skills vital for university studies. These include report and essay writing, citation of sources, and conducting independent research, all of which are foundational for achieving academic success in higher education.

School of the Nations teachers have received professional development training. Hence, we are able to offer the full IB DP, including courses in the six subject groups and the Core. We strongly believe that all students should be allowed to study for the full IB DP. Ongoing discussions and preparation are developing to encourage and support students in pursuing the full IB Diploma. Additionally, the School will offer eleventh and twelfth graders the opportunity to take IB courses of their interest and receive a certificate upon passing the corresponding exam.

10. Policy Review

This policy is subject to annual, official reviews. The next scheduled review will occur in **March 2025** and include all relevant stakeholders, including the academic and executive directors, data coordinator, IB coordinators, section principals, and Admissions Officer. All School policies will be communicated to the school community through the School's website and the Student-Parent Handbook.