



INTERNATIONAL SCHOOL
LUXEMBOURG

ADMISSIONS POLICY INTERNATIONAL BACCAULAREATE PROGRAMME

Next Policy Review: November 2025

Our Mission

OTR International School provides quality education to pre-school, primary, middle and high school students within an inspiring, challenging, multilingual and international environment by ensuring individual follow-up and the well-being of each student. Our students are encouraged to become active and lifelong learners who show empathy, compassion and respect and help to create a better world.

Our Vision

OTR International School seeks to create a community of lifelong learners who are confident, balanced, caring and inspired to thrive in their life and workplace. Our school accepts children from the age of four offering a multilingual education. Pupils develop their bilingualism every day with qualified teachers. Our school puts more emphasis on students' personal development by encouraging them to be more creative and prepare them for life by making practical connections between their studies and the real world. We aim to further incorporate in our school's mission and vision and cultivate as many of the properties and values outlined in the IB learner profile.

Philosophy

OTR International School is a private bilingual school educating children from Preschool to Grade 12 from a wide range of different cultures represented by around 46 nationalities.

OTR International School shares the IB belief that students are at the centre of the education, with their own strengths and challenges.

We are authorised to offer the Middle Years Programme (MYP) and we are a candidate school for the Primary Years Programme (PYP) and for the Diploma Programme (DP). PYP classes start from Preschool (from 4 years old students) to Grade 5, MYP classes from Grade 6 to Grade 10 and DP classes from Grade 11 to 12.

We are also partner of *Academica International Studies™*, one of the largest educational networks in the world, with thousands of graduates in more than 28 countries.

This document has been created to set out the requirements to entry to the OTR International School.

As an IB World Accredited school for MYP and IB World Candidate School for PYP and DP programmes, this document strives to ensure that the IB PYP Standards and Practices are in alignment with those of our school. We are committed to the following standards, practices and cultures. This Admission Policy is in accordance with the Culture 1 of IB Standards and Practices.

The policy has been based on OTR International School Mission Statement, on the IB Learner Profile and on the *Culture 1* as published in *Programme Standards and Practices (April 2022)* for the Middle Years and Diploma Programs:

- 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)
- PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311)
- PYP 2: The school implements the PYP across all early years and/or primary grade levels offered at the school. (0301-01-0312)
- MYP 1: The school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP. (0301-01-0321)
- DP 1: The school provides for the full DP, ensures that some of its students attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma. (0301-01-0331)
- DP 2: The school implements and reviews strategies to encourage students to pursue the full IB diploma. (0301-01-0332)

Policies and Procedures

The aim of OTR International School is to provide quality education based on the IB ethos and philosophy. All families applying to our school agree to support and act according to our internal policies and protocols.

The admission process will provide an opportunity for parents and the school to gain knowledge about each other and determine whether OTR International School is the right choice for your child.

Criteria for admission

OTR International School is committed to the principal of equal opportunity in education but may consider factors, including an application's previous academic, cultural and linguistic background for purposes of admission in order to fulfill the school mission of providing quality education within an inspiring, challenging, multilingual and international environment.

While we aim for inclusiveness in our admissions decisions, we reserve the right to refuse admission to students whom we determine will not educationally benefit from attending OTR International School.

The number of places being limited, priority will be assigned according to the following criteria:

- Siblings or students already enrolled at OTR to ensure the reunification of the family under the same school roof.
- Children being native speakers of one of the two main languages: English and/or French.
- Children coming from other school whose instructional language is English or French.

For applications during the school year, children will be admitted when places are available.

Students who are non-native speakers of English and/or French

OTR International School offers its curriculum in English and French.

The school provides support to students for whom English and/or French is not a home language. Students requiring support are admitted when adequate support resources are available to address the student's language learning needs at the time of admission.

The school will admit students requiring support up to a determined threshold for the term. Once that limit has been reached, no additional students requiring support will be admitted until either space becomes available or additional resources are in place to meet their learning needs.

Placement of student

Some applicants may come from school systems with different academic years, for example, September to August, January to December, March to December or others. If this is the case, the student will enter within the grade level which the Admissions team considers to be most appropriate and in the best interests of the student, ensuring no gaps take place in the child's educational process and local regulations are complied with.

Application process

Applications for admission will be accepted from October for the next academic year.

In exceptional circumstances (mainly in the case of family relocation from abroad) and provided there are vacancies, the school will accept applications for admissions throughout the school year.

Steps of the process

A. Completion of the online application form.

Application forms should be completed online (please refer to our website page:

<https://otrschool.lu/admissions/>). Depending on the grade of the student, the admission team will request the scanned copy of the following documents:

- the child's school reports for the last two years, which must contain appropriate assessment information and reference to the curriculum, grade/year in which the student has studied, attendance and the type of school, for example private, independent, public school system.
- any assessments relating to Additional Educational Support Needs (e.g. Educational Psychologist reports, Speech and Language Therapy), if applicable.

B. Organization of an assessment interview with representatives of the Admissions Committee

When places become available, selected applicants will be invited to visit the school and, depending on the grade, undertake an assessment interview. Due to the high demand and limited number of spaces, not all applicants who apply to our school are invited to visit the school and/or for assessment.

The assessment interview/meeting is aimed at establishing a conversation with parents and students to evaluate if and how the school will benefit the candidate's educational experience.

For preschool pupils, the assessment interview includes play activities and dialogue.

As the student progresses in Primary, the importance of the mastery of English and/or French becomes apparent. The assessment interview/meeting will still be looking at acquired skills and prior knowledge but also at the student's language profile.

As the student progresses in Middle and High school, the importance of the mastery of English and/or French and the knowledge in Math and Sciences becomes apparent. The assessment interview will still be looking at acquired skills and prior knowledge but also at the student's language profile.

The outcome of the interview/meeting is property of the school and, unless for the final outcome, it will not be shared with parents.

C. Final decision on the application by the School Admissions Committee

The School Admissions Committee that includes the Head of the School, the Academic Coordinators, and representatives from the Admissions team makes the final decision on admissions. This decision is final.

This decision may be: acceptance and offer of a place, a waiting pool offer or non-acceptance of application.

1. Acceptance and offer of place

The place offer will be subject to the enrolment and the settlement of the deposit, registration and anticipation of the fees within a timeline. If the documents and the settlement are not completed and returned by the identified deadline, the place will be lost.

2. Waiting pool

If the child has completed the process successfully, and there are no vacancies to be offered, the application will become part of the school waiting pool, that will be reviewed when a vacancy occurs.

Students in the waiting pool or those not offered a place should re-apply for the following academic year.

3. Non-acceptance of application

The school reserves the right to not accept an application if it considers that:

- ✓ the school is not the appropriate environment for the applicant's development;
- ✓ there are elements in the applicant's scholastic background that could potentially harm any progress in the new school community or the school cannot provide the support the applicant needs.

It is a condition of any offer that parents/guardians have given all the information relevant to the application, including details of academic, behavioral or social or health problems. Where it is discovered that information has been withheld, the pupil's placement may be withdrawn.

Pre-requisite for the admission to OTR International School

Pre-requisite for the admission to OTR Preschool

Students are admitted in preschool starting from 4 years old and potty trained. An observation period may be required based on the information provided during the application process.

The school will also be granted permission to contact the previous school establishments to decide if the student can be accommodated.

Pre-requisite for the admission to OTR Primary

Transition from OTR Preschool to Primary

All pupils who are currently enrolled in our last year preschool classes and with promotion status have priority for enrolment in primary. Nevertheless, transition to primary is not automatic. Parents of children in the preschool year 3 are informed and requested to confirm their child's enrolment in primary during the school year.

Placement in the Primary

In principle, students are placed in the year group that corresponds to their date of birth. If there is significant evidence that a student's needs will be better met at another year level, this will be examined by the Management Team before offering a place. The year level will also be determined based on the last two years report cards provided during the application process.

For students with educational or behavioral difficulties, parents will need to provide all documentation and specialists' reports regarding the students' educational and psychological background. The school will also be granted permission to contact the previous school establishments and/or experts in order to decide if the student can be

accommodated.

Pre-requisite for the admission to Middle Years Programme of International Baccalaureate

Transition from OTR Primary cycle to Middle Years Programme

OTR International School offers the International Baccalaureate Middle Years Programme (MYP) in grades 6 to 10. All students who are currently enrolled in our primary grade 5 classes have priority for enrolment in secondary. Nevertheless, transition to secondary is not automatic. Parents of children in Grade 5 are informed and requested to confirm their child's enrolment in Secondary.

All points outlined in the "Philosophy" section so far are developed and implemented both in all school cycles, from the early years to secondary school, with the purpose being for a continuity to exist regarding the admissions policy of the school.

According to OTR Inclusion Policy, for special arrangements to be discussed and agreed to be followed for any student of OTR International School, a formal documentation of the student's status and needs has to be submitted to the school by the family of the student. In order for this documentation to be taken into consideration, it has to be officially signed by relevant professionals (for example, licensed psychologists). Documents signed by experts from both the public sector as well as from private practitioners are equally taken into consideration in this respect.

Placement in Middle and High School

Taking into consideration the date of birth of the student and the previous academic achievement proven with the school reports, the student is placed to the year group which corresponds to his age/level.

Students having followed an educational system different from the IB and based on the academic background might be asked to take a placement test in English, French and Mathematics to ensure that he/she is placed in the correct level group.

OTR is also a partner school with Academica International Studies™, which leads to the US High School Diploma. OTR International School can offer the Academica programme as an alternative program to IB, to pupils from grade 8 onward based on their background and attitudes.

Admissions to the IB Diploma Programme (DP)

Guiding statement

The admissions process outlined here is driven by the following three objectives:

1. To admit only those students whom the school believes will benefit from the programmes on offer.
2. To admit only those students with sufficient English language ability to attempt a programme in which English is the language of instruction for the majority of classes.
3. To ensure that the school and the student complement each other well in terms of the student's academic aspirations and the school's objectives.

Process for new applicants

Students, and their family representatives, applying to Grade 10 or 11, if selected for interview, will meet with the Diploma Programme Coordinator (DPC) to review the nature and requirements of the Diploma Programme (DP) and potential subject choices. The school recognises the importance of ensuring that all families are in possession of all of the relevant information regarding the programme, including subject options and the consequences of those choices on tertiary education applications and future careers.

The students will complete the admission test under the supervision of the DPC and those tests subsequently reviewed by both a member of the DP mathematics team and a member of the DP English team. Work will be assessed with a view to deciding on the student's eligibility for DP courses and levels. Where appropriate, an example of the student's additional or further language will be requested to assist with deciding upon language options and levels. An English level equivalent to MYP level 4 will be considered adequate.

Due to the demanding nature of the programme and the shortage of time available to address any deficiencies those students unable to demonstrate a satisfactory level of English language and math will not be considered for admission to Grade 11.

All families will meet with the University Counsellor to introduce them to the relationship between subject choices and university applications. Tertiary education options and aspirations will be discussed with a view to establishing a provisional set of subject choices.

The Admissions Committee will review both the application and student's past two years' report cards in order to make a decision on whether or not to offer a place at the school.

If successful, the candidate will return for a second visit with the DPC and University Counsellor to finalise subject choices and revisit any further questions or issues arising from the first visit.

DP students are offered 4-week trial period for the DP subject portfolio and choice of SL and HL. Teachers, students and parents will all be consulted in case of necessary changes within this trial period. After this trial period, no change is allowed for the subject portfolio of all DP students.

Criteria required for entering IBDP from MYP

- G10 students are required to obtain a minimum of 30 points across the 6 subject areas, selecting the highest grade in those areas in which the student has more than one subject (e.g. Design, PE, Visual Arts, Music)
- For G10 students, a minimum of a 5 is required for acceptance onto HL Mathematics or Sciences courses into IBDP courses
- Subject teacher recommendations for all chosen DP courses

Promotion criteria for MYP and High School Diploma pathways

Requirements for promotion in MYP

In order to successfully advance to the next grade level, the following conditions must be met:

Promotion criteria for MYP years 1-3 (grades 6 to 8)

Subjects in MYP Years 1-3 (Grades 6-8)

Subject Groups	Language & Literature	Language Acquisition	Individuals & Societies	Science	Arts	Mathematics	Design	Physical & Health Education
Subjects	English, French	English, French, Spanish, German, Japanese and Mandarin	Integrated Humanities	Integrated Science	Visual Arts, Music	Mathematics	Digital Design Product design	Physical and Health Education

To successfully complete the MYP years 1-3 (grades 6-8) students will need to meet the following criteria by the final term of the school year:

- Have a minimum score of 28.** The minimum score is calculated by adding the Final Grade for each subject group. For Arts, a subject where students take more than one course (Visual Arts & Music) the highest Final Grade will count toward the minimum score.
Example: For a student who has a **7 in Visual arts** and a **5 in Music**, it is **7** that will count for the minimum score.
- Have gained at least a grade 3** in all subjects' final grades.
- Have successfully completed the Service as Action**, approved by their supervisor.

Promotion criteria for MYP years 4-5 Grades 9-10

Subjects in MYP Years 4-5 (Grades 9-10)								
Subject Groups	Language & Literature	Language Acquisition	Individuals & Societies	Science	Arts	Mathematics	Design	Physical & Health Education
Subjects	English, French	English, French, Spanish, German, Japanese, Mandarin	History, Geography	Physics, Chemistry, Biology	Visual Arts, Music	Mathematics	Product Design Digital Design	Sports, Health Education

To successfully complete the MYP years 4-5 (Grades 9-10) students will need to meet the following criteria by the final term of the school year:

- Have a minimum score of 30.** The minimum Score is calculated by adding the Final Grade for each subject group. For subjects where students take more than one course the highest Final Grade will count toward the minimum score.
Example:
 - a. For a student who has a **7 in Biology**, **6 in Physics** and **4 in Chemistry**, it is **7** that will count for the minimum score.
 - For a student who has a **4 in Geography** and a **6 in History**, it is **6** that will count toward the minimum score.
- Have gained at least a grade 3** in all subjects' final grades.
- Have successfully completed and gained at least 3 in the Community project for Grade 9/Personal Project for Grade 10** approved by their supervisor.

Pathways open to students beyond Grade 10

The school offers two options:

- Continue as a full IBDP candidate
- Continue as US High School Diploma student, selecting the necessary courses to fully achieve the US High School Diploma

A Preparatory year with a view to meeting the entry criteria for full IBDP candidacy (dependent on the availability of places) can be offered to students interested in entering IBDP.

Access from DP year 1 to DP year 2

To access from DP year 1 to DP year 2, students are required to reach a minimum score of 4 out of 7 in each subject choice (both SL and HL) and specific approval from the EE, TOK, and CAS Coordinator regarding their progression in the overall IB core.

IBDP Graduation

Pathway to IBDP Graduation

Students can graduate from OTR International School by completing the full IB Diploma or by taking US High School Diploma.

An IB diploma is awarded if IB candidates complete all requirements within the two-year period of the programme and undertake assessment for the DP.

The IBDP curriculum contains six subject groups, together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK).

Subjects of the DP normally include both internal and external assessment.

Core requirements for IBDP Graduation

DP candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

They must meet all of the additional requirements—see section “Additional requirements for IBDP”.

They must meet all of the requirements within a maximum of three examination sessions.

The IB diploma is awarded based on performance across all parts of the DP.

Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.

TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

CAS is not assessed but must be completed in order to pass the diploma.

The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.

The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded. Candidates for the IB Diploma must satisfy assessment requirements in six subjects and the core. All higher level (hereinafter “HL”) subjects, the core and at least one standard level (hereinafter “SL”) subject must be taught over the two years of the programme.

Successful IB diploma candidates will receive an IB Diploma and a document titled Diploma Programme Results listing the total IB diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of TOK and the EE.

A **bilingual diploma** is awarded to a successful candidate who fulfils one or more of the following criteria.

- Completion of two languages selected from studies in language and literature subjects with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from individuals and societies, or sciences in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

Additional requirements for IBDP Graduation

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)

The candidate has not received a penalty for academic misconduct from the Final Award Committee.

US High School diploma - Graduation Requirements

OTR International School offers students the possibility to earn a US High School Diploma in as an alternative to the IBDP, throughout an innovative and highly academic recognized curriculum. OTR International School offers the coordination, support and in-house courses to the students.

The US High School Diploma is awarded at the end of Grade 12 upon successfully meeting all the requirements.

Conclusion

The purpose of this document is to inform all stakeholders about the practices implemented with regards to the admission of students to OTR International school.

Review of the policy

The policy will be reviewed in November 2025.

Resources

- IBO. Programme standards and practices. Published October 2018 (Updated March 2019, April 2020, April 2022). Print.
- IBO. IB Learner Profile. Print.
<<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>>
- IBO. MYP: From Principles into Practice, 2014 (Updated April 2021). Print.
- IBO. The IB guide to inclusive education: a resource for whole school development
<https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=g_x_senxx_tsm_1501_1_e&part=1&chapter=1>
- IBO. Learning diversity and inclusion in IB programmes, International Baccalaureate Organization, Published 2016 (Updated December 2018, March 2019, May 2020). Print.
- IBO. Access and inclusion policy, International Baccalaureate Organization, Published November 2018. Print
- IBO. Diploma Programme Assessment procedures, International Baccalaureate Organization, Published September 2022 (Updated November 2022, February 2023, May 2023, August 2023). Print
- Further guidance for developing MYP assessed curriculum, 2015 (Updated September 2016)