



Košice
International
School

Children innovating the future

**Košice International School
Diploma Programme
Admission Policy
2025-26**



Mission and Vision Statements

The International Baccalaureate (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 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.

Košice International School Vision:

We strive to develop a community of lifelong learners that can innovate the world.

Košice International School Mission:

KEIS values the uniqueness and potential of each student, fostering curiosity and ambition within our inquiry-based pedagogy.

KEIS supports and empowers creative, respectful and digitally skilled global citizens who can communicate and collaborate actively through a rich understanding of diversity from their local and international identity.

KEIS builds a community of inspiring lifelong learners who help to create a sustainable and peaceful world.

IB Learner Profile

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.

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 at KEIS 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 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 analyse 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.

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.

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.

Connection to IB Standards and Practices

From the IB Program standards and practices:

Culture 1: The school secures access to an IB education for the broadest possible range of students. (0301-01)

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)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)



Admission process

It is the intention of this admissions policy to support the school's growth and student retention rate through transparent communication with prospective candidates and their families. We aim to clearly convey the rigours of our Diploma Programme through our website and other literature and a thorough screening process. This process includes:

- meetings with parents
- student interviews
- school visits
- entrance tests
- evaluation of the reports from the previous school(s)

The IB Diploma Programme is intended for motivated students, who are preparing for higher education and seeking a challenging, internationally recognized curriculum. It is designed for learners who are curious, open-minded, and willing to engage deeply with academic subjects while developing critical-thinking, research, and communication skills. The programme suits students aiming to study at universities around the world and those who value global perspectives, intercultural understanding, and personal growth. It is also ideal for young people who want a balanced education that promotes creativity, community service, and holistic development alongside rigorous academic study.

Admission to Diploma Programme is primarily based on previous school reports, with the requirement that they reflect a positive attitude towards school life and demonstration of the language proficiency in English.

Students are admitted to KEIS by the Head of School, in agreement with the DP Coordinator, when it is evident that the student can benefit from the school's programme and the parents are in agreement with the educational curriculum offered.

Any special educational needs must be declared by the parents and/or previous school and the school reserves the right to decide whether those can be accommodated in the programme. A decision entry is made accordingly.

Applications for admission are accepted throughout the year if there is availability in the grade level. In case there is no space available at the time of application, the candidate for admission is put on the waiting list.

KEIS Admissions Policy Description

KEIS is an inclusive educational community open to all families who wish to provide their children with an IB international education, of which English is the language of instruction. We place great value on creating a welcoming and diverse learning atmosphere for students of various educational backgrounds. Therefore, as a school that endeavours to actively recruit students who will benefit from such an education, we invite all candidates to apply for admission.

As per the required general regulations of the International Baccalaureate Organisation (2014, p. 2), 'no student will be excluded by the IB Organization on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law.' KEIS implements this duty as an IB World School, thus enabling this regulation to be upheld.



While intent on building an inclusive school environment, the Diploma Programme at KEIS requires at least an upper- intermediate level of English ability (CEFR level B2), as the curriculum offered is English based. The Head of School, in agreement with the DP Coordinator, reserves the right to deny enrolment if it is thought that the Diploma Programme cannot meet the needs of the child in order to adequately support their progress through the curriculum.

Connection of the DP Admission Policy to other KEIS policies and curriculum documents:

The following documents will be referenced in this document:

Access and inclusion policy, published September 2022, updated November 2022, November 2023

Learning diversity and inclusion in IB programmes Removing barriers to learning, Published January 2016, Updated December 2018, March 2019, May 2020

KEIS DP Language Policy

KEIS Student Parent Handbook

Diploma Programme: From Principles into practice, ibo.org, 2015

Learning Inclusion (KEIS SEN/Inclusion Policy)

Currently, KEIS has limited resources to support students with special needs, so we may need to assess whether we can adequately meet a child's needs.

A student may not be admitted to KEIS if:

- There is no appropriately trained teacher available to meet the student's needs.
- The school's curriculum or programme does not align with the student's educational requirements.
- The school's facilities or resources are insufficient to support the student's needs.
- It is determined that the student would not benefit from the educational experience offered at KEIS.
- The student has a behavioural history that the school is unable to accommodate.
- The school cannot meet the student's educational needs.

As part of the application process, parents will be required to disclose any medical conditions, or learning needs their child may have. This ensures that we can evaluate whether KEIS can provide the necessary support for the student's success.

Admissions Process for external applicants

Step 1: express interest in the admissions process through the school website.

Step 2: admissions department will be in contact and send application information

Step 3: submit application form and previous school reports for consideration

Step 4: visit pedagogical leadership to discuss application.

Step 5: visit school for a trial day (optional)

Step 6: entrance test and/or language proficiency evaluation and student interview

Step 7: notification of application status of admission.

Step 8: sign educational agreement at which point registration and tuition fees are due.

The registration fee must be paid before enrolment. The registration fee is non-refundable.

Step 9: The International Baccalaureate diploma students must choose the subjects in April or May preceding the admission. For consideration and counselling on the subjects and levels, they must present the reports from previous schools. (see below)



Specifics of admission to the IB DP programme

The students can be admitted into the Diploma Programme in two ways:

1. The students are enrolled in DP upon successful completion of MYP 5 at KEIS or any other IB MYP school. A student wishing to continue schooling in the DP must achieve at least a grade 4 in all subjects in MYP and at least a grade of 3 for personal project. However, in order to be able to choose a higher-level subject in DP, the student must have at least a consistent grade 5 (necessarily in criterion A).

Parents of Year 11 (MYP 5) students are given a presentation on Diploma Programme and transition from MYP into DP usually in October by the DP coordinator. DP Coordinator makes individual appointments with the parents and students to provide individual guidance in subject selection. The students check the university requirements. By February, based on the MYP 5 Term 1 report, the MYP 5 students start selecting SL and HL subjects. This process is followed by presentations on DP subjects by DP subject teachers. In June students enroll into the Diploma Programme, finalizing six subjects and levels based on the MYP 5 end of year report and MYP 5 End-of-year examinations.

2. External applicants.

External students wishing to study in the Diploma Programme undergo the following application process and steps described above:

- Evaluation of the academic achievement in the second year of the national grammar school programme, participation in extracurricular activities, teachers' recommendations and an interview with the candidate.
- As a good command of English is required for success in the Diploma Programme, the students must demonstrate required command of English (CEFR level B2 minimum) through a certificate of an entrance test.
- Short interview with the aim of clarifying the student expectations and demands of the programme involving the applicant and the parents and DP Coordinator.
- The students are also requested to present copies of any public examinations, if undertaken.

In February, the school organizes Open day for Year 11 (or MYP 5) students of the national programme, where students and parents are given detailed information about the Diploma programme by the Head of School, DP coordinator and some DP students.

- In March, candidates have to send their application, accompanied by two teacher references.
- In April and May, all candidates are interviewed.
- In May, a presentation of individual subjects is organized, after which candidates have to select six subjects. The enrolment finishes when candidates bring reports of academic achievements in Year 11 (End of school year).

Entry requirements for Diploma Programme:

1. Students transiting from Slovak National Education System (Grading scale 1-5, where 1 is the best grade)
 - A grade of 1 is recommended for an HL subject
 - A grade 2 is recommended for a SL subject
 - A proof of command of English (a Certificate of command of English at the level of B2 or an entrance test)
2. Students transiting from other international educational systems
 - The applications will be reviewed on case-by-case basis.



- A grade conversion from other international or national educational systems will take place.

3. Students transiting from IB MYP Programme

A student wishing to continue schooling in the DP must achieve at least a grade 4 in all subjects in MYP and at least a grade of 3 for personal project. However, in order to be able to choose a higher-level subject in DP, the student must have at least a consistent grade 5 (necessarily in criterion A).

4. Students transiting from IGCSE

A and A* (Numerical 9-7) is recommended for HL

B – C (Numerical 6 – 7) is recommended for SL

Date policy was created: Marcela Danisova DP Coordinator/Head of Secondary

Collaborative input from: Marcela Danisova, Lucia Bernathova – MYP Coordinator

Policy to be reviewed by: Alexandra Blaasova, Head of School and Marcela Danisova (January 2026)

Date of next formal policy review: June 2027