



AMERICAN
SCHOOL OF
CREATIVE
SCIENCE
NAD AL SHEBA

ADMISSION POLICY 25-26

American School of Creative Science
Nad Al Sheba



Admission Policy

Document Information			
Created by:	General Manager	Reviewed by:	Principal
Created:	Sep 2017	Last Reviewed	January 2025
First Review	June 2022		
Second Review:	June 2023		
Third Review	January 2025		
Review Cycle	Annual		

Table of Contents

Section 1: Policy	3
Section 2: Purpose	3
Section 3: Entry Criteria - General	3
Section 4: Registration procedures for new admissions	7
Section 5: Admission Documents	9
Section 6: Registration of Students with Special Educational Needs or Disabilities (SEND)/Students of Determination (SOD)	12
Section 7: Admission of Arabic Language Learners and English Language Learners	15
Section 8: Acceptance of Policies	16
Section 9: Renewals and Reregistration	17
Section 10: ASCS Discount Schemes 2025/26	177

Section 1: Policy

- The American School of Creative Science (ASCS), prides itself on having an admission policy that does not discriminate against any child or family. All children are welcome to apply to ASCS, regardless of race, color, ethnic origin, religion, ancestry, or gender.

Section 2: Purpose

- To ensure clear, fair, and transparent admission and registration procedures.
- To ensure a diverse student body and a non-discriminatory policy for students.
- To ensure impartiality in administering its educational policies, scholarship program, and other school-administered programs.

Section 3: Entry Criteria - General

Admission to the American School of Creative Science will be conducted as per the following criteria:

- A first come - first serve basis in a fair manner.
- An interview and entrance test for each phase and grade level.
- All students must meet the age level requirements, academic grade level requirements, and display readiness.
- Prospective parents are required to complete an online registration form, which constitutes the basis of the application to the American School of Creative Science.
- If a child has an additional need, then an immediate meeting with his/her parents must be held to develop an Individualized Education Plan (IEP) / Behavioral Improvement Plan (BIP) or both, and this must be presented and addressed as a clear part of the admission application.

Specific Grade-Level Admissions

PreK to KG2:

The KG admission process aims to provide a holistic view of each child's abilities and readiness for kindergarten. By involving multiple staff members and incorporating various learning areas, we ensure a thorough assessment. Additionally, our commitment to inclusion ensures that every child's unique needs are considered, and parents are supported in fostering their child's growth and development.

Step 1: Registration

Parents can initiate the admission process by filling out the registration form either online or by visiting the registration office. The form collects essential information about the child, ensuring a smooth and efficient admission process upon meeting the admission requirements.

Step 2: Admission Observation Scheduling

Upon successful registration, PreK, KG1, and KG2 students go through the interview process, which includes a variety of group, play-based, oral assessments. No written assessment is required for these grades. Groups of 5-7 students are observed together during scheduled sessions to assess their readiness for kindergarten.

Step 3: Classroom Observation

- The observation takes place in a kindergarten classroom specially designed with different learning stations.
- Three teachers and three Teaching Assistants (TAs) are present to observe the students.
- Students rotate among stations to participate in various activities focusing on social-emotional development, physical development, Math, English, and Arabic communication, cognitive skills, and English and Arabic writing.
- The complexity of questions is tailored to the grade level they are seeking admission to.

Step 4: Post-Observation Procedures

- After a 30-minute observation period, teachers and TAs provide detailed feedback on each student's performance filling in the "Are you ready for KG?" form.
- The Head of KG collects observation forms from the staff.

Step 5: Feedback and Tips

- The Head of KG communicates feedback to parents, discussing the child's strengths and areas for improvement.
- The Head of KG offers tips and suggestions to parents on how to support their child's development based on the observation.
- Resources and recommendations may be shared to enhance the child's learning experience.
- Depending on the case, another interview might be recommended after 3 to 4 weeks to check on the progress the child made after considering the tips given by the Head of KG in the first interview.

Step 6: Additional Observation (if needed)

- If a concern is raised during the observation, a second observation meeting should be scheduled with the inclusion staff to address specific needs.
- Inclusion staff participate to provide specialized insights.

For **PreK & KG1** students' admission, the following are the main criteria of eligibility to the offered curriculum.

- Be age appropriate for requested grade level.
- Be able to separate from their caregivers and demonstrate a readiness to participate in the classroom.
- Be bathroom independent.
- Be able to engage in an activity following direction.
- Be able to demonstrate fine and gross motor skill development at age-appropriate level.

- Be able to identify colors.

For **KG2** students' admission, the following are the main criteria of eligibility to the offered curriculum.

- Be age appropriate for requested grade level.
- Be bathroom independent.
- Be able to engage in an activity following directions.
- Be able to demonstrate fine and gross motor skill development at age-appropriate level.
- Be able to identify colors and shapes.
- Be able to write their name.
- Be able to identify numbers one to twenty and write one to twenty.
- Demonstrate early reading skills.
- Recognize letters of the alphabet with appropriate sounds.

Grades 1-3

The American School of Creative Science employs a holistic approach to evaluate students for entrance into the lower elementary school. The evaluation process includes the following:

- A review of the student's application
- A review of past school records
- One-to-one interview (10-15 minutes)
- Paper-based entrance assessments (90 – 100 minutes) that consist of
 - A written English exam (Reading skills, Language conventions, and writing section) as per the grade level Common Core State Standards.
 - A written Mathematics exam as per the grade level Common Core State Standards
 - A written Arabic exam (Reading skills, Language conventions, and writing section) as per the grade level MOE National Document Learning Outcomes.

Grades 4-12

The American School of Creative Science employs a holistic approach to the process of evaluating students for entrance into the higher elementary, middle, and high school.

The evaluation process includes the following:

- A review of the student's application
- A review of past school records
- One-to-one interview (10-15 minutes)
- Computer-based entrance assessments (140 – 180 minutes) conducted at school and that consist of:
 - A computer-based English exam (Reading skills, Language conventions, and a paper-based writing section) as per the grade level Common Core State Standards
 - A computer-based Mathematics exam as per the grade level Common Core State Standards
 - A computer-based Arabic exam (Reading skills, Language conventions, and a paper-based writing section) as per the grade level MOE National Document Learning Outcomes.

Upon completing the entrance exams, the registration team records the exams' results on the registration form to be reviewed by admission committee members for final decision.

Section 4: Registration procedures for new admissions

- Parents can initiate the admission process by filling out the registration form either online or by visiting the registration office. A tour of the school will be scheduled if requested by the parents.
- An interview and a test are scheduled for the students and the parents are informed, via phone and email, of the date and the time. The e-mail needs to remind the parent of assessment time/date, missing documents, and a non-refundable application fee of AED/- 500

- The interviews and assessments will be done by the admission committee which consists of the following:
 - Head of Section
 - Head of Inclusion
 - Career Counselor
 - Trained teachers
 - Registration Officer

Any important academic, pastoral or health requirements will be disseminated by the admission committee to the concerned Staff.

Upon the completion of the admission process (interview & entrance exams), the application is reviewed, and the final approval/rejection is given by the Principal/Vice Principal accordingly.

- If the student is accepted, then an “Admission Offer Email” will be sent to the parent/guardian asking them to proceed to the registration office to complete the application form and submit the required documents. The student will then be officially registered and will have a family number on the school records.
- Upon receipt of the family number, the parent/guardian can proceed to accounts to pay a non-refundable registration fee (AED 2000 per child) deducted from the tuition fee. The remaining tuition fees will be paid in cash or in post-dated cheques up to three installments, as per the school fees collection policies which are aligned to the policies of Knowledge & Human Development Authority in Dubai (KHDA).
- The registration fee can be paid either online via Edunation or at the cashier’s office in the school, whichever is convenient for the parent.

Important Guidelines when filling the Application Form:

- All relevant information on the application form must be declared including details of disciplinary, social, physical, medical, or psychological problems and any possible learning support needs.

- If the school learns that relevant information has not been revealed, any offer of a place may be withdrawn, even if the child has already begun to attend school.
- Dates, telephone numbers and email addresses are readable; ensure all pages are signed by the parent/guardian, especially the Fee Regulations and Parent/Guardian Declaration pages.

Procedures in case of Rejection:

- If the student fails the interview due to a severe learning disability that the school cannot accommodate for or due to a severe behavioral concern that may risk the safety and learning of the student and/or other students, or due to a severe language barrier, the school has the right to reject the application providing the reasons for the rejection.
- If the student is rejected due to failing the entrance exam, the parent/guardian has the right to request a retest for the child within a week of the first test. The child will be eligible to join the school if he/she passes the entrance Re-exams, and the parent/guardian may proceed with the registration process.
- In case of rejection, the Registration Officer should meet with the parent/guardian and explain the reasons for the rejection.

Section 5: Admission Documents:

To facilitate the admission process of the student, we require that the parent/guardian submit the following documents and sign all acknowledgment forms at the time of admission to accompany the completed application form.

It is the responsibility of the parent/guardian to provide the documents listed below. By completing and signing the declaration and medical forms, the parent/guardian accepts this responsibility. The school will not be held responsible if the Ministry of Education/Education Authority refuses to register a child for any reason including missing any of the documents listed below.

- Completed online Application form
- Attested original end of year school report and 'to whom it may concern' letter from the child's current school.

**** For any new student seeking to join Grade 10 and above, they must provide a report card showing end of year results for Grade 9 and above for review to determine if they have acquired the required number of credit hours. In addition to which, it is the parents' responsibility to provide MOE Equivalency Certificate for any student seeking admission to Grade 10 and above who attended a different curriculum (i.e. British curriculum, etc.) to secure admission. This must be provided before the student can officially attend school.**

- Copy of child's, father's & mother's passports with valid residence visa (for Expats).
- Original child's Emirates ID card & copy of it.
- Copy of each parent's Emirates ID card.
- Copy of child's birth certificate.
- Copy of family register (for UAE applicants only).
- Copy of child's vaccination certificate.
- Two recent passport sized photographs of a student.
- A clear copy of the attested original end of year school report if the student studied outside of the Emirate. (to be submitted to Education Authority officer before the student attends the school)
- A non-refundable registration fee (AED 2000) is required to be paid at the time of registration.
- Acknowledgment forms required by the school (Canteen, Mobile Device Management enrollment form (MDM), social media consent, external benchmark assessments, Bus Transportation policy, Ministry of Health student's medical information form)

Transfer Certificate Issuance and Attestation Requirements:

Options	Place of issuance	Attestation Procedures
A	Private school in Dubai	If the student transferred from a private school in Dubai that follows Dubai Knowledge & Human Authority regulations, the parent/guardian must contact the previous school KHDA secretary to request a transfer/leaving certificate for the student and submit it to the new school at the point of registration.
B	Government school or Private school from another Emirate in UAE	A Copy of final Report card (Attested from Education Zone/ Private School Regulators). Transfer Certificate between UAE Emirates to a private school (Attested from Education Zone/ Private School Regulators) and a leaving certificate from a government school (Attested from Education Zone/ Private School Regulators).
C	Out of UAE	The following requirements must be completed in these countries before moving to UAE: Latest school report issued from GCC, USA, Western Europe, Australia, and Canada do not need attestation; report cards signed and stamped from the school and ministry of education will be accepted. Latest School report issued from Africa, Asia, Eastern Europe, or South America, require attestation from the Ministry of Education in the country where the student studied and from Ministry of Foreign Affairs and from the UAE Embassy of the country.
<i>In all cases, the school certificates and other documentation should be in either Arabic or English. If another language is used, it must be legally translated and authenticated as with other documentation.</i>		

Age/Year Cut-Off

ASCS places students in age-appropriate year levels in accordance with the KHDA regulations.

Students who are registered in a school in the UAE and are being promoted to higher grades are exempted from the updated age requirements.

The Cut-off date for all Grades/Years is 31st August.

Age	American/MOE Curriculum	British Curriculum
3	Pre-KG	FS 1
4	KG 1	FS 2
5	KG 2	Year 1
6	Grade 1	Year 2
7	Grade 2	Year 3
8	Grade 3	Year 4
9	Grade 4	Year 5
10	Grade 5	Year 6
11	Grade 6	Year 7
12	Grade 7	Year 8
13	Grade 8	Year 9
14	Grade 9	Year 10
15	Grade 10	Year 11
16	Grade 11	Year 12
17	Grade 12	Year 13

Section 6: Registration of Students with Special Educational Needs or Disabilities (SEND)/Students of Determination (SOD)

At the American School of Creative Science, we believe passionately in the importance of inclusion for all our children and adults, and we strive to make sure these values are at the heart of our inclusion practices and ethos. We are strongly committed to becoming a fully inclusive school and we set high expectations and ambitions for all our children and expect them to participate in every part of school life, with a key focus on their wellbeing and progress.

Admission Policy for Acceptance

Upon filling in the registration form, the parent/guardian must disclose any special needs and submit any reports related to the student before joining the school to help the concerned staff provide a high standard of provision for the student. If the student has a history and is already diagnosed by an attested medical or

psychological authority, then the school Administration and the inclusion team determine the extent to which the school is equipped to accommodate the special educational needs of new student applicants.

Conditional acceptance is provided based on the needs of the student and the way accommodation will be made in the least restrictive way possible.

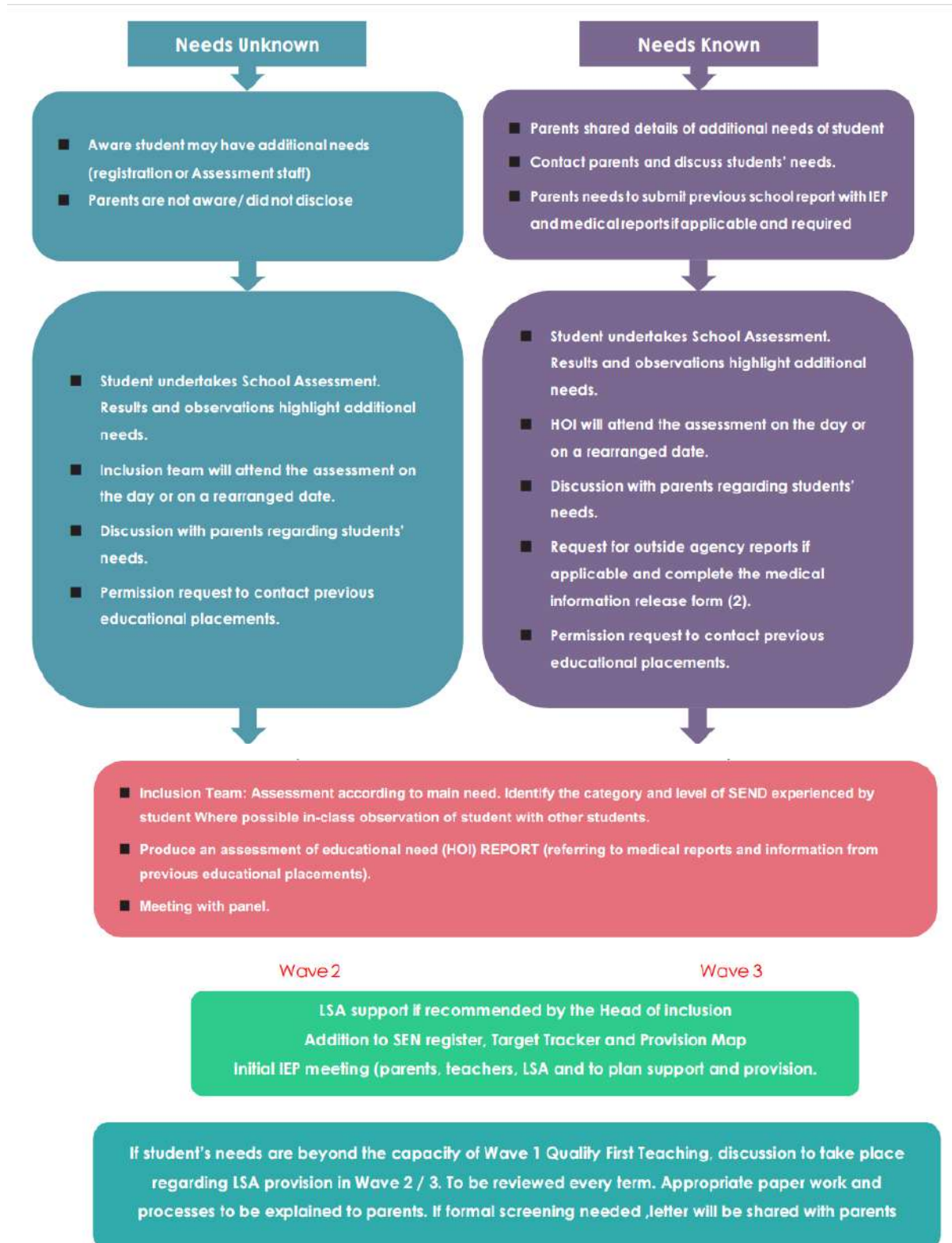
It is necessary and appropriate for the Inclusion Team, Principal/Vice Principal, administration, teachers, and parents (as needed) to accommodate the learning needs of the student through a carefully constructed Individualized Education Plan (IEP) if the student is diagnosed or an Individualized Learning Plan (ILP) if the student is undiagnosed.

Parents whose children have a diagnosis are required to sign a contract to work concomitantly with the school Administration, Inclusion Team, and the teachers to facilitate the support for their children.

Subsequent Policy for undisclosed SEND at the time of admission

- The school retains the right to provide intervention, accommodation or support for parents who do not disclose their children's special need, learning difficulty, or disability but are identified of having one during entrance exams or post admission to the school.
- While the school can use some screening tools, the school does not provide a service for the diagnosis of special needs, or the necessary resources to acquire one. In instances where it becomes evident that the school cannot sufficiently address the student's specific needs through reasonable adjustments or the provision of additional support and where screening has indicated that further evaluation is required, the school will recommend referring the student to an external agency for a thorough evaluation to effectively identify possible underlying barriers and provide details of support required. Additionally, the school will propose the development of an Individualized Education Plan (IEP) upon receipt of report where it indicates this is warranted.

Admission Process Chart



Special Education Program in American School of Creative Science

Based on the Inclusion Department's decision and the Parents' and Principal's approval, the student with SEND is subjected to either a "Push In" program, "Pull Out" program or both.

In the "Push In" program, the student with SEND gets the required support inside the mainstream classroom with his/her peers where the teacher uses the strategies that suit his/her type of disability in addition to the most suitable accommodations.

In the "Pull Out" program, the student with SEND is being withdrawn from the mainstream classroom for identified lessons to receive individual support in the school resources room with a support teacher through a one-to-one or small group teaching approach.

The second program is often used when the student with SEND has an Individual Education Plan (IEP) with modification of curriculum based on SEND area of needs.

Please refer to the Inclusion Policy for further information.

Section 7: Admission of Arabic Language Learners and English Language Learners

The school accepts the admission of non-Arabic speaking students to any grade level and the admission of English Language Learners (ELL) who might have language barriers up to grade 12.

In the Kindergarten section, non-Arabic speaking students are immersed in the mainstream KG classes and learn the basics of the Arabic language with their Arabic speaking peers. The teachers support the parent/guardian of the non-Arab students by providing translation of weekly schemes or content as needed.

In grades 1 and above, the non-Arab students are placed in an Arabic as a Second Language (ASL) program which is parallel to the mainstream Arabic as a First Language (AFL) program.

Arab students whose first language is Arabic yet who have language barriers that could hinder their access to the curriculum, are assessed during the admission process to identify their needs.

The school accepts the admission of English Language Learners (ELL) who might have language barriers up to grade 12.

Supported by the Subject Leaders and the Inclusion Department, teachers will employ differentiated instruction techniques to cater to the diverse needs of ALL and ELL students in the classroom. The school has literacy support programs to support Arabic Language Learners (ALL) and English Language Learners (ELL) to enhance their language proficiency. These include:

- Direct small group instruction outside school hours as arranged by parent/guardian in the morning or afternoon or via Teams.
- Creating a Literacy Support Plan (LSP) to set specific language goals and outline strategies for achieving them, then monitor student's achievement.
- Immersing students in the events and activities that promote language proficiency like spelling bee, reading challenges and morning assembly.
- Effective use of reading resources and electronic platforms for additional support Level Up, Achieve 3000 and Asafeer.

Section 8: Acceptance of Policies

Parents/guardians whose children are granted admission to ASCS agree to acceptance of all school rules, policies, and expectations, especially regarding behavior, respect for others, attendance, use of school equipment, field trips and academic matters. Proven and intentional breaches of the school's policies including behavior, anti-bullying and social media use may result in sanctions including suspension from the school.

Section 9: Renewals and Reregistration

For renewal of registration of continuing students, parent/guardian may:

- Update their information.
- Complete the online re-registration form.
- Proceed to the accountant to pay the renewal fees.

Section 10: ASCS NAS Discount Schemes 2025/26

- Any discount can be combined only with sibling discount where “NET” fees is mentioned.
- For Net Fees calculation:
1st step: Apply sibling discount on gross tuition fees.
2nd step: Apply a second applicable discount on the REMAINING fees.
- Wherever it is mentioned “GROSS” fees, only the HIGHEST discount is to be offered.
- To be eligible for ESAAD discount, the card should be presented at the time of registration.

Sibling Discount			
	AY 23-24 & before	AY 24-25	AY 25-26
1 st Child	No Change	15%	5%
2 nd Child	No Change	20%	5%
3 rd and Above	No Change	20%	10%

Quran Memorization (on net fees)	
20-29 Juz'	15%
Full Memorization	25%

ESAAD Discount (on gross fees)			
	Before AY 23-24	AY 23-24 & 24-25	AY 25-26
ESAAD Employees	40%	25%	20%

DEWA Discount (on net fees)	
DEWA Employees	10%

Dubai Police (on net fees)	
Police and Armed Forces	10%

