



DHAHRAN AHLIYYA SCHOOLS

ADMISSION POLICY

Last Update August 2026

Admission Policy Committee Members:

- Deputy and Vice Presidents
- Vice Presidents of Academic Affairs / IB Coordinators
- Principals
- Academic Coaches
- Teachers' Representatives
- Students' Representatives
- Parents' Representatives

Approved by:

Dr. Sally Al-Turki

Contents

1.	INTRODUCTION	1
1.1	DAS MISSION	1
1.2	DAS VISION	1
1.3	THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT	1
1.4	THE IB LEARNER PROFILE	1
1.5	DAS EDUCATIONAL PHILOSOPHY	3
2.	ADMISSION: PURPOSE AND PRACTICES	3
3.	THE ADMISSION PROCESS	4
3.1	NEW STUDENTS' ADMISSION PROCESS	5
3.1.1	PROCEDURES FOR STUDENT ADMISSION	6
3.1.2	REQUIREMENTS AND PRIORITIES	7
3.1.3	SELECTION PROCESS	9
3.1.4	ENTRANCE EXAMS	10
3.1.5	ARAMCO STUDENTS IN DHAHRAN AHLIYYA SCHOOLS	11
3.2	NURSERY CHILDREN FROM OUTSIDE THE SCHOOL	11
3.2.1	REQUIREMENTS AND PRIORITIES	11
3.2.2	REGISTRATION PROCESS	12
3.2.3	THE SCHOOL YEAR AND DAILY SCHEDULE	12
3.2.4	POLICIES REGARDING ADVANCEMENT THROUGH DAS PROGRAMME	12
3.2.5	TUITION	13
3.2.6	CURRICULUM AND FURTHER INFORMATION	13
3.3	LINKING OF THE ADMISSIONS POLICY WITH OTHER IB POLICIES	13
4.	POLICY REVIEW	13
5.	REFERENCES	14



1. INTRODUCTION

1.1 DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools (DAS) is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

1.2 DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

1.3 THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

The International Baccalaureate (IB) 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 organization works with schools, governments, and international organizations 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.

1.4 THE IB LEARNER PROFILE

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, 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 analyze 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 integrity, 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 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.
- **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.
- **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual), 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.

1.5 DAS EDUCATIONAL PHILOSOPHY

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional, and social skills to learn and work in a rapidly changing and developing world. Moreover, it should provide them with a sense of belonging in their own country as well as an openness to their roles as citizens of the world, who are committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action, and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply in the solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

We believe that language is central to intellectual, social, cultural, and emotional development. Therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all; we need to differentiate the kinds and amounts of instruction and learning support.

2. ADMISSION: PURPOSE AND PRACTICES

DAS aims to prepare girls and boys to acquire the IB learner profile; be thinking, caring and balanced individuals who will contribute to sustainable development and thrive on the challenges of the changing world. The new dual language international programme aims to ensure that DAS graduates can learn, work, and think effectively in both English and Arabic. Grade nine students choose between continuing in the international programme to earn an American Diploma through a focus

on more English or switching to the advanced Saudi Masarat curriculum which offers more subjects in Arabic. Both programmes enable students to make use of up-to-date resources, methodologies, and technology in both languages throughout their school career, and are accepted for gaining admission to universities in Saudi Arabia and abroad.

The purpose of the admission process is to select students –and their families -- who are committed to making full use of all the opportunities offered at DAS and to cooperate in its ethos and systems in order to become active, productive members of their society and make a positive difference, locally and globally. As a Saudi organization, DAS has a particular commitment to preparing the leaders of tomorrow for Saudi Arabia; however, this goal requires a certain level of diversity in the student body in order to enrich the school community with many perspectives.

3. THE ADMISSION PROCESS

Applications for admission will be accepted throughout the year; however, most decisions will be made on previously announced dates in the spring. Applicants will be given admission tests appropriate for their age and grade level based on vacancies available. The dates for testing and the announcement of results are communicated to applicants by email and on the school website. Applicants who do not pass the tests at an acceptable level will not be admitted to the school. For those who do pass, they will be accepted in order of priority according to policies that are shown later, published in a pamphlet which is shared with all applicants, and posted on the DAS website.

50% of the school's spaces are reserved for dependents of Aramco employees who have passed the admission tests. These students are accepted according to the Aramco policy, which requires that priority is based on the date of their original application, with children who already have siblings registered in the school being accepted before those who do not. The students within this 50% receive a discount of 35% of the tuition in place of a monetary payment for the lease of Aramco's building.

The other 50% of the student body do not receive the discount and are mostly from families outside Aramco. New applicants from this subset who have passed the admission tests at an acceptable level will be accepted according to priorities that have been announced in writing and on the DAS website but might be changed from time to time according to the policies agreed on by the Advisory Board.

Because the school does not have the facilities to serve the educational needs of students who have significant mental, emotional, or physical disabilities or who have significant learning difficulties, the school will not accept them for admission. The school also reserves the right to refuse admission to students whose school records indicate problems with behavior or other matters that the school is not equipped or staffed to handle.

The granting or refusal of admission, and the placement of students in a class or grade, are the responsibility of the Registrar's office in collaboration with the relevant Vice President.

Parents' preferences regarding placement will be considered but the final decision rests with the principal of that section of DAS.

The academic achievement, effort and behavior of all students will be continuously monitored. The principal with the counseling committee of that section of the school will review the position of students who demonstrate that they are unable to maintain the standards expected. By following appropriate procedures, which have been described in the Student Behavior Policy or the Policy for Continuous Low Achievement, this committee has the authority, subject to local laws, to refuse the student's continued participation in the school if they judge this to be in the best interest of the student or of the school community.

3.1 NEW STUDENTS' ADMISSION PROCESS

All new students, regardless of their age, certificates or record of previous schooling, will be tested in order to determine qualification for entry and appropriate grade level placement. These tests will be appropriate for each age level and will be designed to give a picture of the child's general aptitude and achievement in English, Arabic and Math. At the intermediate and secondary levels, some other subjects might also be tested. For the younger aged children, internationally recognized readiness tests will be used, according to the age level of the child.

According to its Statutes of Foundation DAS "aims primarily at students whose academic potential is at least average or above". Therefore, the criteria for the screening process should be such that children of average ability, without severe learning difficulties, should be able to pass.

Students must meet minimum grade level requirements on the above tests. Parents will be advised as to the grade level for which the applicant is considered to be prepared, and the applicant will be accepted only for that grade level.

Applicants whose results on such tests indicate they do not have the capability of speaking or understanding Arabic / English sufficiently will not be admitted when that causes adverse effect on the applicant or the class. Parents will be advised as to the test results, and, if they request, will be offered suggestions regarding tutoring needed.

Students at higher grade levels will be required to meet proficiency levels in both languages before entering. In cases where the student is close to reaching the minimum level, special consideration might be given if the parents can prove that they are conducting a programme to bring the skill level up to the minimum in one semester, otherwise, the student will not be accepted.

In the IBDP or IBCP, students will have to attain the minimum requirements set by the school on school-based entrance exams, the students' results in PSAT (when applicable), and the result of the interview.

3.1.1 PROCEDURES FOR STUDENT ADMISSION

Students may apply for admission to DAS at any time during the school year, but they will not be accepted unless they complete the following steps:

Step 1

The parent presents the completed application online any time before the date of the entrance exam. The application should contain all the official documents requested below and will be valid only when all the papers are uploaded.

- Birth certificate for KG and Grade 1 applicants (Photocopy)
- Official certificate showing that the child has received the vaccines and inoculations required by the Saudi Ministry of health
- Family document for Saudis or passport with residence card (Iqama) for non- Saudis (Photocopy both sides)
- Photocopy of valid Aramco ID for Aramcons
- Copy of student's passport + student ID (both sides)
- Photograph of the student
- Photocopy of the grades and report from the previous school for students to enter grade 2 or above

NOTE FOR SAUDI ARAMCO PERSONNEL: It is important for Saudi Aramco employees to know that the formal date of the application will be valid on the day which the file and all the required documents are uploaded and complete on the DAS platform.

Step 2

Parents/ students attend an orientation meeting online or in the school where the student will later be examined. Those entering grade 2 or above will also receive online resources for practice so they understand the nature and content of the tests and the format of the questions that will be asked.

Step 3

Parents settle the payment of the applicant's testing fees.

Step 4

The student sits for the exam or attends the entrance interview on the date announced by DAS Registrar and posted on DAS website. The interviews for kindergarten and first grade and the exams for grades 2 and above are usually during the second semester of the school year. Parents should watch for announcements of specific days and arrive at least ten minutes before the appointed time.

After completing the exams, candidates who have passed the tests for grades 3 and above and who meet the priorities announced in the policies are personally interviewed by a committee lead by the principal of the appropriate level.

Step 5

Parents receive the admission results by email. These emails are all sent at the same time on a Thursday (usually three weeks after the exams) on a date announced by the registrar and posted on the school's website.

It should be noted that the selection decisions are made by a committee based on the priorities stated below and in light of the availability of spaces in a given year.

Step 6

Parents of children who have been accepted are required to pay the entire annual tuition for the first year within one week after the announcement. If they do not pay in that time, the space will be given to the first child on the waiting list.

3.1.2 REQUIREMENTS AND PRIORITIES

There are four requirements which the student must meet in order to be considered for enrollment at

DAS.

First: The student's age must be within the range required by the Saudi government and DAS requirements. At the level of kindergarten and grade 1, this means that the child must reach the required age before the end of the month of November in the year of entry.

Second: For a child entering grade 2 and above, the parent must submit records from the student's current school showing that the child is at the appropriate grade level or above.

Third: For a child entering at any grade level, he must achieve at least the minimum requirement on the DAS entrance tests unless some exceptions are taken and signed by the admission committee.

Fourth: The child must have already submitted all the documents mentioned above in Section 3.1.1, Step 1.

Of the students who meet the four requirements listed above, the DAS Admission Committee will make its selection according to the following priorities:

1. The children of DAS employees and current members of the Advisory Board and Alumni Board
2. The 50% of seats reserved for Saudi Aramco: Children of Saudi Aramco employees shall include the sons and daughters of any Saudi who is employed by Saudi Aramco or any of its wholly owned subsidiaries. This applies equally to male and female employees who come within the Aramco discount quota of 50% of the seats in each grade level, and/or 50% of the school as a whole are taken first. They will be accepted according to the following priority:
 - a. Children who have brothers and/or sisters already enrolled at DAS will be taken on a “first-come-first-served” basis, according to the official date of the completion of the applicant’s original file in DAS.
 - b. Children who do not have brothers and/or sisters already enrolled at DAS will be taken on a “first-come-first-served” basis, according to the official date of the completion of the applicant’s original file in DAS.

Note: Children of DAS graduates who are Aramco employees are accepted according to normal Aramco priorities that are mentioned above.

3. The 50% of seats reserved for non-Aramco dependents:
 - a. non-Aramco children of graduates and Dhahran students who have been officially registered as members of the Alumni + Council for at least 9 months and who have brothers and/or sisters enrolled at DAS

- b. non-Aramco children who have brothers and/or sisters enrolled at DAS (Priority will be given to the children of active volunteers in DAS.)
- c. non-Aramco children of DAS graduates who have been officially registered as members of the Alumni + Council for at least 9 months and who do not have brothers and/or sisters enrolled at DAS
- d. Non-Aramco children who do not have brothers and/or sisters already enrolled at DAS (Priority will be given to the children of active volunteers in DAS.)

Note: Saudi Aramco students who fulfill the first four requirements, but who do not find space in the 50% quota allotted for the Aramco discount, may re-apply to be accepted in one of the other categories listed above. If there are still spaces left after the children of other members of the community have been admitted, they can be accepted as non-Aramco students. In that case, they must pay the full fees, i.e., they will not take the Aramco discount. They will continue in this status for as many years as necessary until a space opens up within the 50% allotted to Saudi Aramco. At the beginning of the new academic year after this space becomes available, the child moves into the Aramco discount quota according to the Aramco order of priority and begins to pay only 65% of the tuition.

3.1.3 SELECTION PROCESS

The selection of students for enrollment at DAS is a process carefully carried out according to the policies and procedures (3.1.1) and is implemented through an Admissions Committee headed by DAS President.

The next stage of the process, after those described above, begins with the payment of registration for the following year by the current DAS students. When those payments are complete, the Registrar can specify the number of spaces that have become available due to some parents' decision to move away or remove their children from the school for one reason or another. The applying parents will be informed of how many spaces are expected to be available. In cases when it seems quite sure that there will be no empty spaces available in a particular grade level, the school will not hold entrance tests for new applicants for that grade.

When the admissions tests are finished and the number of spaces has been identified, the Registrar prepares the files of the applicants according to the priorities stated above. The committee then meets to apply the policy without referring to the names of the parents but only focusing on the factors that determine their priority.

In the case that there are still remaining seats, the process of selection will be repeated at the end of the school year and, if need be, again at the beginning of the new school year. In order to have a better

chance for their children's acceptance, parents should do their best to bring their children for the first session of the entrance exams which are held during the second semester because there are usually no more seats available after that time.

DAS MYP 5 students will be asked to join the IBDP or IBCP based on the following criteria:

- PSAT score
- MAP scores in math and reading.
- Teachers' recommendations

3.1.4 ENTRANCE EXAMS

Entrance exams are designed to measure the student's level in relation to the standards and expectations of our schools. The formula for admission tests varies by grade:

1. The admission process for kindergarten and primary school typically involves interviews, which encompass various types of activities. These activities are designed to assess the child's focus, instruction comprehension, and interactions, both individually and in group settings with other children.
2. For the second and third grades of primary school, the assessment process includes written tests covering the following subjects:
 - Arabic language
 - Mathematics in Arabic
 - English language
 - Mathematics in English, which will be evaluated using the standardized assessment, MAP (Measures of Academic Progress)
3. From grade 4 and above, the assessment process utilizes international standardized tests, including:
 - MAP for mathematics and English language
 - ABT (Arabic Benchmark Test) for the Arabic language
 - These tests are conducted in computer laboratories.
4. IBDP or IBCP new candidate students will sit for school-based entrance exams in subjects that will be assigned by the admission committee:
 - a. Students apply for subjects based on their choice.
 - b. All students registering for CP or DP will need a MAP score (reading and math), previous school transcripts and report cards.
 - c. Transcripts of prerequisite courses need to be submitted.
 - d. An interview will be conducted to ensure adequate support in their DP or CP courses.

- e. The final decision will be made by the admissions committee.

3.1.5 ARAMCO STUDENTS IN DHAHRAN AHLIYYA SCHOOLS

3.1.5. a. Admissions and Tuition for Saudi Aramco Dependents

The DAS policy for the admission of Saudi Aramco dependents is based on the Service Level Agreement between DAS and Saudi Aramco. In case of any question about the policy and procedures for Aramco dependents, the person responsible should refer to the agreement with Aramco and follow the points there in the letter.

3.1.5. b. Tuition Fees for Dependents of Saudi Aramco Retirees/ Resignee

According to the agreement between DAS and Saudi Aramco, Saudi Aramco employees who retire or resign from the company should pay the full tuition, like any other non-Aramco employee. It is the responsibility of the employee to inform DAS as soon as possible about the date of retirement or resignation.

A Saudi Aramco child, whose parent retires from Saudi Aramco before or after the commencement of a school year but who has already paid the full year's tuition before the commencement of that year, will be considered as a Saudi Aramco child until the end of that school year, after which the child's status will change to non-Saudi Aramco. A Saudi Aramco child whose parent retires from Saudi Aramco during the first semester but before the commencement of the second semester but who paid less than the full year's tuition before the year began, will be considered non-Saudi Aramco for the second semester and will be expected to pay the remainder of the DAS tuition and fees accordingly.

The DAS Accounting Office will be responsible for following up with the retired parents to ensure that the difference in tuition is paid for that first year and the full tuition is paid in all the years thereafter.

3.2 NURSERY CHILDREN FROM OUTSIDE THE SCHOOL

3.2.1 REQUIREMENTS AND PRIORITIES

The nursery level children to be accepted will depend on the spaces available each year for each group in each classroom, after completion of registration of DAS employees' children. For children from outside DAS, only children of ages from one year to four years at the time of entry will be considered.

When the number of applicants for either class is more than the number which can be accepted, applicants for each space available will be accepted according to the following priorities:

1. Children of women who have been volunteers in the school for at least one full year before applying for the nursery space and who continue to volunteer regularly.
2. Children of working mothers who have other children in the school.
3. Children of working mothers who do not have children in the school.
4. Children of non-working mothers who have other children in the school.
5. Children of non-working mothers who do not have other children in the school.

3.2.2 REGISTRATION PROCESS

Mothers who would like to have their children in the nursery should fill out the appropriate forms available on the school website. If and when spaces become available, these applications will be looked at first and selection will be made according to the priorities given above. If all the spaces are not filled through this step, advertisements will be made through the school's social media accounts. If the school makes an announcement, it will specify the age range of the students who can be accepted at that time. One week after the advertisement, the new applications received will be reviewed and the new children accepted according to the priorities given above.

After a parent has been notified of acceptance, he or she must pay the tuition and enter the school within a maximum of one week or else the space must be given to another child.

3.2.3 THE SCHOOL YEAR AND DAILY SCHEDULE

Nursery class children from outside the school should start with regular children on the first day of the normal school year or as early as possible after receiving official acceptance and may continue until the last day of the school year. The daily schedule is based on the normal daily schedule of the students of DAS from 7:15 am until 2:45 pm.

However, the school administration recommends that those mothers who can, should pick up their nursery class children at the same time as the kindergarten children, at 1:00pm.

3.2.4 POLICIES REGARDING ADVANCEMENT THROUGH DAS PROGRAMME

Under normal circumstances and assuming normal cooperation from the mother of the child, the student can expect to continue to re-register for later years until he or she reaches the age of entry into the first kindergarten programme. At that time, all children in the nursery are tested. If it is felt that they are

ready to benefit from that programme, they may proceed. If it is felt that they are not ready to benefit, they may either continue in the nursery for one more year only or may be asked to move to another school.

3.2.5 TUITION

Nursery tuition charges are the same as the charges for the other pre-school levels. If the child enters the school after the beginning of the school year, charges will be pro-rated according to the percentage of the school year remaining at the time of entry. All other payments policies which apply to other pre-school students will apply to nursery students.

3.2.6 CURRICULUM AND FURTHER INFORMATION

Further information regarding the curriculum and methods of teaching or any other matters can be obtained from the supervisor of the nursery.

3.3 LINKING OF THE ADMISSION POLICY WITH OTHER IB POLICIES

The DAS Admission Policy is closely connected to the school's other policies that support the IB programmes. Academic integrity is expected of all students and is guided by the principles outlined in the DAS Academic Integrity Policy. To be admitted to the IB Diploma Programme (DP) or IB Career-related Programme (CP), students must demonstrate a proficient level of literacy in both Arabic and English and meet the requirements outlined in the School's Language Policy. Students with identified learning needs will receive appropriate support and accommodations based on their individual needs, in accordance with the DAS IB Inclusion Policy and Language Policies. As there is no separate admission test for entry into the DP or CP, students are expected to meet the IB admission criteria established by the school. They must also meet the relevant assessment requirements outlined in the DAS Assessment Policy.

4. POLICY REVIEW

This policy will be reviewed annually by the leadership team for any necessary changes. All amendments will be shared with students, student counselors, teachers, librarians, and parents through team meetings, general conferences, and publications on the DAS website. A complete revision of the policy with all stakeholders will take place every five years.

5. REFERENCES

- “Programme Standards and Practices”. [Resources.ibo.org](https://resources.ibo.org)
- “Diploma Programme: From Principles into Practice”. [Resources.ibo.org](https://resources.ibo.org)
- IB DP Admissions Policy ISIK School
- “MYP: From Principles into Practice”. [Resources.ibo.org](https://resources.ibo.org)
- “Primary Years Programme- From Principles into Practice”. [Resources.ibo.org](https://resources.ibo.org) [Resources.ibo.org](https://resources.ibo.org)

شأنك كونه فألم كله عاماً فاضلاً حداً الحد الذي يقيه

