

ACCESS POLICY

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Collège Protestant Français Montana Mission Statement

VISION OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

The founding principle of CPF schools is to bring together people from different backgrounds, cultures or religions, to learn about each other's differences, to accept them, to work together beyond these differences, to succeed as a group and to be part of CPF schools.

MISSION STATEMENT OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

Collège Protestant Français Montana assures an education of excellence in its both French and English schools.

Collège Protestant Français Montana pursues validation of international programmes through accreditation - paired with rigorous assessment - that instill analytical thinking skills and thus develop dynamic and engaged lifelong learners.

Rooted from the aspiration to share the responsibility of the planet, Collège Protestant Français Montana raises awareness among its community members about the importance of social, religious and cultural diversity to become compassionate, proactive and global citizens in a diverse and evolving society

VALUES OF COLLÈGE PROTESTANT FRANÇAIS MONTANA

As part of PPFL, Collège Protestant Français Montana promotes its values with great care and attention.

The values that have always guided PPFL's actions are the *Protestant values of education*. They have enabled PPFL to transform the individual differences into a collective strength.

The main values are:

- Discipline,
- Sense of duty and responsibility,
- Critical thinking and,
- Tolerance and openness

The IB Mission Statement and The Learner Profile

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 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.

The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective.

I. Statement of Philosophy

Collège Protestant Français Montana is committed to providing a high-quality education that reflects its mission of academic excellence, cultural diversity, and nurturing compassionate global citizens. The school fosters an environment that values diversity, promotes multilingualism in Arabic, English, and French and upholds academic integrity.

The admissions process is designed to uphold these values through a fair, transparent, and student-centered approach. Decisions are made based on the alignment of prospective students' needs, interests, and academic backgrounds with the school's available resources and support services.

By providing equitable access to rigorous academic programs and personalized support, CPF Montana ensures that students grow academically, socially, and personally, becoming responsible contributors to a dynamic school community.

II. Requirements

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)

III. Academic Programs

Collège Protestant Français Montana is an IB World School offering a comprehensive academic journey that begins with the Primary Years Programme (PYP), continues through Middle School, and progresses to the Diploma Programme (DP).

Primary Years Programme (PYP)

The PYP is the only academic track serving students from Preschool through Elementary (KG1 to Grade 5), providing an authentic, inquiry-based learning and teaching program that is engaging, significant, challenging, and relevant¹. It emphasizes transdisciplinary learning, encouraging students to make connections across subjects and take informed action. Accordingly, the PYP is divided into the following:

- **Preschool (KG1–KG3)** is designed for children ages 2 years 7 months to 5 years 7 months. This stage nurtures creativity and self-expression in a multicultural and multilingual setting (Arabic, English, and French).
- **Elementary School (Grades 1–5)** builds on the preschool foundation by broadening students' academic horizons through transdisciplinary themes, collaboratively designed by the primary school team.
Class sizes are limited to a maximum of 20 students for preschool classes and up to 25

¹ Information about the IB Primary Years Programme was sourced from the International Baccalaureate Organization (ibo.org)

for elementary school classes.

In alignment with the Ministry of Education and Higher Education requirements, The Arabic language is integrated into the PYP framework.

Middle School (Grades 6 - 9)

The middle school curriculum integrates national educational standards revolving around an interdisciplinary approach to provide a well-rounded education for students aged 11 to 14. Lebanese students are prepared for the Brevet national exam while developing learning skills and attributes essential for success in the DP.

Middle school emphasizes holistic development by encouraging responsibility through councils and participation in social initiatives, fostering growth as global citizens.

High School (Grade 10 and the Diploma Programme)

Grade 10: This preparatory curriculum equips students with the skills and knowledge necessary to meet the demands of the DP. It provides a broad range of subjects and in-depth content to guide students in making informed DP subject selection.

Diploma Programme (DP): Spanning two years (DPI and DP II), the DP prepares students for post-secondary education. Renowned for its rigor and global recognition, the DP develops essential learning skills (thinking, research, communication, self-management, and reflection) through challenging coursework, assessments, and its core components²:

- **Subjects:** Students choose six (three at Higher Level and three at Standard Level, or four at Higher Level and two at Standard Level).
- **Core:** Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS).

CPF Montana regularly reviews its DP offerings to ensure alignment with students' interests and university goals. Successful completion of the DP enables students to gain admission to leading local and international universities at the sophomore level.

² Information about the IB Diploma Programme was sourced from the International Baccalaureate Organization (ibo.org)

IV. Admissions Process

The admissions process at Collège Protestant Français Montana is designed to safeguard fairness and transparency for all applicants, with particular attention to students with learning barriers. The school works closely with the Admissions Officer to provide guidance and support throughout the process.

CPF Montana aims to provide clear and timely communication regarding admission decisions. Once all required documentation and assessments have been thoroughly reviewed, the school's admissions team will notify applicants of the outcome following an outline of the procedures and acceptance process.

Registration and Documentation

All applicants must complete the registration form accurately via the EDUKA platform, submitting the required documents along with a non-refundable application fee of 100 USD. The school reserves the right to verify the authenticity of the submitted information.

First Interview

The General Director and Head of School meet with the parents of the applicant to discuss the school's vision and answer any questions the family may have. This step is common across all divisions.

Second Interview

Once the registration and required documents are submitted, a second interview is scheduled within one week. This interview, which involves the student, is conducted by relevant school staff based on the grade level.

Final Decision and Acceptance Confirmation

Following the second interview, the admissions committee, composed of the General Director, Head of School, and relevant school leadership and Learning Support Unit Specialists, thoroughly reviews the student's application, academic records, and any required assessments. Based on the aforementioned requirements, a final decision is made and communicated. Official acceptance is confirmed once the non-refundable contribution to the development fund is paid within seven days of receiving the admissions decision.

Approval of Students with Learning Barriers and Initial Meeting

Priority is granted to applicants with siblings already enrolled at the school, provided the necessary resources and capacity are available to meet the student's needs.

Upon approval, the Head of School schedules a meeting with the parents, where the relevant Program Coordinator, Director(s), Clinical Psychologist, and at least one member of the Learning Support Unit are present. During this meeting, the student's psycho-educational evaluation reports are discussed in detail. A **Personalized Support Plan (PSP)** is then developed based on the recommendations from the student's evaluation reports. Parents are required to sign the finalized PSP to confirm their understanding and agreement.

V. Admission Requirements

The requirements for new students applying to CPF Montana strive to align with the school's mission, establishing a seamless integration into its multilingual learning environment. Below are comprehensive criteria admission requirements for the Primary Years Programme (PYP), Middle School, and High School including Diploma Programme (DP).

Primary School Admissions

The primary school admission process ensures students' social, emotional, and academic readiness for integration into the school community. Key considerations include developmental milestones, language proficiency, and the ability to thrive in a multilingual setting.

As part of this process, language assessments may be conducted to determine the level of support needed in Arabic, English, or French, in alignment with the PYP's focus on holistic development and transdisciplinary learning.

The second interview involves the Head of School, Head of Preschool, Head of Elementary, and PYP Coordinator.

Specific Criteria for Early Years Admission (KG1, KG2 and KG3)

1. **Age Requirement:** Children must be at least 3 years of age by the end of January of the current academic year to be eligible for KG1, as per Lebanese Ministry of Education and Higher Education guidelines.
2. **Readiness Assessment:**
 - **Developmental Observations** ranging from motor, language, and social skills.
 - **Informal Play-Based or Parent-Child Interview:** Informal activities to assess developmental milestones and readiness for Early Years curriculum.

Specific Criteria for Lower Elementary Admission (Grades 1 and 2)

1. **Age Requirement:** Students must turn 6 years of age by January of the current academic year to enter Grade 1, as per the Lebanese Ministry of Education and Higher Education guidelines.
2. **Prior Schooling:** Preschool or kindergarten experience is required to ensure smooth integration.
3. **Readiness Assessment:**
 - **For Grade 1:** Students complete informal evaluations of literacy (letter recognition, basic reading and writing) and numeracy (counting and problem-solving).
 - **For Grade 2:** The school conducts age-appropriate assessments and interviews focusing on academic readiness (literacy and numeracy).
4. **Language Proficiency:**
 - Students must be able to communicate effectively in the language of instruction and their home language (if Arabic).
 - For non-Lebanese students, the school holds discussions with parents to help determine necessary language support.

Specific Criteria for Upper Elementary Admission (Grades 3, 4, and 5)

1. **Age Requirement:** Students must turn 8, 9, or 10 years of age by January for Grades 3, 4, and 5, respectively, as per Lebanese Ministry of Education and Higher Education guidelines.
2. **Prior Schooling:** Thorough revision of prior school records and recommendations to ensure alignment with the PYP framework.
3. **Readiness Assessment:**
 - **Written Assessments:** Students complete formal evaluations in Language(s) and Mathematics to assess core skills such as literacy, numeracy, and problem-solving.
 - **Informal Interviews:** Informal conversations are held to explore the student's learning preferences, interests, and overall readiness for the curriculum, fostering a personalized approach to integration.
4. **Language Proficiency**
 - Students must demonstrate intermediate proficiency in the language of instruction.
 - For non-Lebanese students, the school holds discussions with parents to help determine necessary language support.

Final Decision

A holistic decision is made by the Admissions Committee while considering a child's socio-emotional readiness, academic preparedness, and physical maturity.

Middle School Admissions

The second interview involves the Head of School, Director of Academics, and Subject Leads in Arabic, English, and Mathematics. This discussion focuses on the student's previous educational experiences, readiness for the curriculum, and personal interests.

1. **Age Requirement:** Students must turn 11 to 14 years of age to be eligible for admission to Middle School.
2. **Prior Schooling and Academic Records:** The school thoroughly reviews the student's previous academic records to ensure that the student's prior learning facilitates a smooth transition and successful academic progression.
3. **Readiness Assessment:**
 - **Written Assessments:** Students complete formal evaluations in Language(s) and Mathematics. Acceptance mandates students to achieve a minimum score of 10/20 in each assessment.
 - **Brevet Preparation (for Lebanese Students):** Students complete formal evaluations in Arabic, English, and Mathematics to assess their readiness for the requirements of Grade 9, at the end of which they will sit for the national Brevet exams. Acceptance mandates students to achieve a minimum score of 12 in each assessment.
4. **Language Proficiency:** Students must demonstrate intermediate proficiency in at least two of the school's offered languages (Arabic, English, and French). Acceptance mandates students to achieve a minimum score of 12 in each assessment.

Final Decision

A holistic decision is made by the Admissions Committee while considering a comprehensive review of the student's academic records, performance on assessments, language proficiency, and readiness for Brevet requirements (if applicable).

High School Admissions

The second interview involves the Head of School, Director of Academics, DP Coordinator, Assistant to the DP Coordinator, and University and Career Counselor.

Specific Criteria for Grade 10 Admissions

All students, whether exempted or non-exempted from Arabic, are required to complete the Full Diploma Programme.

1. **Prior Schooling and Academic Records:** The school thoroughly reviews the student's previous academic records to ensure that the student's prior learning facilitates a smooth transition and successful academic progression.
2. **Written Assessments:** Students complete formal evaluations in English, Arabic (if applicable), and Mathematics. Acceptance mandates students to achieve a minimum score of 10/20 in each assessment.
3. **Oral Assessments:** An oral assessment is completed in French if the student has prior learning in the language.

To support the diversity of CPF Montana's language offerings while ensuring access to the Diploma Programme, Grade 10 students are offered different language options: Arabic, English, French, and Spanish. Enrollment is determined based on students' linguistic prior knowledge:

- **Exempted students** are offered English, French, or Spanish.
- **Non-exempted Lebanese students** are offered Arabic, English, and French.

Specific Criteria for DPI Admissions

Admission to the DP at CPF Montana is based on students' readiness to meet the academic demands of the programme and their commitment to personal and academic growth. Students are expected to demonstrate persistence in learning, exhibit intellectual curiosity, respect deadlines, and contribute to the school community while upholding standards of academic integrity. Admission to the DP for new students is only available to the first year of the programme.

At the end of Grade 10, existing and prospective DP students must meet the following requirements for admissions:

1. Language Courses (Groups 1 and 2) Selection and Requirements

- **Non-Exempted Lebanese Students:**
 - **Arabic Proficiency:** Students are required to take Arabic A in Group 1 or Arabic B HL in Group 2 in alignment with Decree No. 4554 – Law 60 – dated 17/10/2017. Students must demonstrate proficiency in the language. The level of proficiency is set by the school and is specified in table 1.1 below.

- **English and French Proficiency:**
 - Students are required to be proficient in the language of instruction to be eligible for enrollment in English A. The level of proficiency is set by the school and is specified in table 1.1 below.
 - Students are required to have prior learning in French to be eligible for enrollment in French B. The level of proficiency is set by the school and is specified in table 1.1 below.
 - **Exempted Students (Foreign Passport Holders or Those with Dual Nationality, including the Lebanese Nationality):**
 - **Language A Selection:** Students are required to enroll in English A at Standard Level (SL) or Higher Level (HL). The level of proficiency is set by the school and is specified in table 1.1 below.
 - **Language B Selection:**
 - **French Proficiency:** Students are required to have prior learning in the French language to be eligible for enrollment in French B. The level of proficiency is set by the school and is specified in table 1.1 below.
 - **Ab Initio Offerings:** Students who have no prior exposure to the French or Spanish language may select French Ab Initio or Spanish Ab Initio as their Language B option.
- 2. Language Courses (Groups 1 and 2) Placement Requirements:**
- The table below specifies the minimum required grades for existing Grade 10 students selecting their language courses at an (SL) or (HL) in the DP.
 - New students must complete entrance exams in the languages they would like to enroll in. To be eligible for placement in either SL or HL, they must achieve the minimum grades specified in table 1.1

Table 1.1 Minimum Requirements for Languages

	Language A <i>Language and Literature</i>		Language B <i>Language acquisition</i>	
	English LAL	Arabic LAL	French B	Arabic B HL
Exempted Students	SL: 13/20 HL: 15/20	NA	SL: 12/20 HL:13/20	NA
Non-Exempted students	SL: 13/20 HL: 15/20	SL: 13/20 HL: 15/20	SL: 12/20 HL:13/20	13/20

3. Individuals and Societies (Group 3) Placement Requirements:

- **Existing Students** must achieve a minimum score of 12/20 in their Grade 10 Individuals and Societies course to be eligible for placement in Group 3 courses at SL and a minimum of 15 for HL.
- **New Students** are required to sit for an interview with the Subject Lead of Group 3 to assess their communication and critical thinking skills.

4. Sciences and Mathematics (Groups 4 and 5) Placement Requirements:

- **New Applicants** are required to sit for a series of entrance exams in the group 4 and 5 subjects of their choice.
- **Existing Students** will not be required to sit for entrance exams, however, their previous academic performance will be evaluated to ensure they meet the outlined criteria for each subject and level.

Both new and existing students must meet the below requirements to be eligible for enrollment in the sciences and mathematics courses.

Table 1.2 Minimum Requirements for Subject Groups 4 and 5

	Minimum Score (SL) (/20)	Minimum Score (HL) (/20)
Group 4: Biology, Chemistry, and Physics	12	14
Mathematics AA	13	15
Mathematics AI	12	Not offered

VI. Student Support

Supporting Continued Student Development

CPF Montana is committed to supporting students in overcoming learning barriers, including language learning barriers. The school offers individualized support to ensure all students have access to the curricula.

The academic support and monitoring framework includes:

- Pre-Grade Level Meetings that are held midway through the first term. The meetings allow for the discussion of each student's progress, identification of challenges, and development of tailored intervention strategies, if needed.
- Each grade-level is allocated an advisor whose role is to gather constructive feedback from teachers, track student progress, and collaborate with the relevant Programme Coordinator and Director to ensure continuous support.
- Intervention plans, additional sessions, and differentiated instruction are tailored to address specific student needs to ensure continuous academic progress.
- A division of the academic year into three terms, with each term resulting in the issuance of detailed progress reports. Regular meetings with students, parents, and teachers ensure effective interventions, allowing for modifications in support plans as needed.

Preparing for the Diploma Programme

CPF Montana supports Grade 10 students in their transition to the DP through a comprehensive orientation process.

- **For Existing Students**

Grade 10 students participate in bi-weekly sessions called *DP Café*, led by the Assistant to the DP Coordinator. These sessions provide insight into the nature of the DP, its requirements, and the benefits of the programme. Topics covered include the structure of the DP, course selection, and strategies for academic success.

Additionally, students attend bi-weekly university and career orientation sessions led by the University and Career Counselor. During these sessions, students engage in discussions about their post-secondary education options, exploring potential career pathways and aligning their academic goals with their future aspirations.

To further support academic readiness, students attend weekly research methods sessions led by the Middle and High School librarian. The sessions are designed to sharpen research skills and foster academic integrity.

- **For Parents of Existing Students**

In the third term, the DP team holds an orientation session for Grade 10 parents. This session covers the nature, requirements, and benefits of the DP, as well as present detailed information on the core components—Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS). It further addresses subject choices, course expectations, nature of assessments, and the development of learning skills.

- **For Existing Students and Their Parents**

Towards the end of the third term, the DP Coordinator, Assistant to the DP Coordinator, and University and Career Counselor hold one-on-one meetings with each Grade 10

student and their parents. These meetings focus on reviewing the student's academic performance, discussing post-secondary education goals, and ensuring course selections align with these aspirations. After the meeting, students and parents finalize and sign the course selection sheet, confirming the choices made.

- **For Prospective Students and Their Parents**

The DP Coordinator, Assistant to the DP Coordinator, and University and Career Counselor participate in conducting interviews for prospective students and their parents. These interviews provide an opportunity to learn about the DP's philosophy, structure, and expectations. Parents and students are encouraged to ask questions to ensure a clear understanding of the programme's requirements.

VII. Policy Revision

Schools policies are dynamic, living documents developed to create a culture in which the IB philosophy can thrive. The access policy was written in 2019 and underwent its most recent review during the 2023- 2024 academic year.

Policy Review Process

Committee Members

The review process involved the following team:

- Manal Adada (Head of School)
- Rania Stephan (Admissions Officer)
- Lilian Sakr (Head of Elementary)
- Justine Chammas (Head of Preschool)
- Rania Jibai (Director Academics and DP Coordinator)
- Shereen Assaf (PYP Coordinator)
- Ghada Habib (Assistant to the DP Coordinator and Learning Support Specialist)
- Nisrine Khalil (Subject Lead for Arabic and DP Arabic LAL and Arabic B teacher)
- Carma Daouk (Subject Lead for English and DP English LAL Teacher)
- Nathaly El Ackhar (Subject Lead for World Languages and DP Spanish Ab Initio teacher)
- Lara Nassir (DP French Ab Initio and French B teacher)
- Maher Bteich (Subject Lead for Individuals and Societies and DP Psychology and TOK teacher)
- Charbel Abou Maroun (Subject Lead for Biology and DP Biology teacher)
- Caroline Seiaby (Subject Lead for Chemistry and DP Chemistry teacher)
- Fareas Ghannam and Manal Fakhry (DP Mathematics AA and AI teachers)

Revision Cycle

The policy follows a three-year revision cycle to ensure it remains current with effective practices, IB guidelines, and the evolving needs of the school community.

Next Scheduled Revision: Academic Year 2027–2028