



# ADMISSION POLICY

**Reg. № 01/01-1 from  
30.09.2025y**

**Muhammad al-Khwarizmi Specialized School**  
**Admissions Policy**  
**Programme(s): IB Middle years programme (Grades 5 - 9)**  
**Version: 1.0**  
**Date Created: 30 September 2023**  
**Version:1.0**  
**Last updated: January 2026**

**Authors:**  
**IB MYP coordinator (Lead Author)**  
**Subject Teachers**

**Approved by:**  
**Fazliddin Ismailov – Head of school**  
**Review Cycle:**  
**Annual (every April)**

## **Admission Policy of Muhammad al-Khwarizmi Specialized School (MAKSS)**

### **Section 1. Principles of the Admissions Policy**

The Admissions Policy of Muhammad al-Khwarizmi Specialized School (MAKSS) is guided by the school's mission, educational philosophy, and commitment to the principles of the International Baccalaureate Middle Years Programme (IB MYP). The policy ensures that admissions procedures are **transparent, fair, non-discriminatory, and aligned with national regulations and IB Programme Standards and Practices**. Admissions decisions are designed to support the school's specialized academic focus while promoting equity, integrity, and access within the framework of a selective public education system.

#### **1.1. Mission, Vision, and IB Learner Profile**

Muhammad al-Khwarizmi Specialized School is a public, government-funded specialized institution operating under the Agency for Specialized Educational Institutions of the Republic of Uzbekistan. The school provides advanced education in **physics, mathematics, information technology, and English**, and implements the **IB Middle Years Programme (Grades 5–9)** as its curricular framework.

The mission of MAKSS is to educate knowledgeable, skilled, and ethical learners who are prepared to address local and global challenges through critical thinking, innovation, and responsible use of technology, while respecting national and universal values.

In alignment with the **IB Learner Profile**, MAKSS seeks to admit and develop students who strive to be:

- **Inquirers**, who demonstrate curiosity and a love of learning;
- **Knowledgeable**, with strong foundations in scientific, mathematical, and linguistic disciplines;
- **Thinkers**, who apply critical and creative thinking to solve complex problems;
- **Communicators**, who express ideas confidently in more than one language;

- **Principled**, acting with integrity and honesty;
- **Open-minded**, respecting cultural diversity and different perspectives;
- **Caring**, showing empathy and commitment to service;
- **Risk-takers**, approaching challenges with courage and resilience;
- **Balanced**, maintaining intellectual, physical, and emotional wellbeing; and
- **Reflective**, able to evaluate their learning and personal growth.

## 1.2. School Philosophy and Context

MAKSS operates as a **selective specialized school**, with admission determined through a competitive entrance examination process established by the Agency for specialized educational institutions of under the Ministry of preschool and school education of the Republic of Uzbekistan. The school serves students from **Grade 5 to Grade 9**, culminating in the award of a **national secondary education certificate** in accordance with state requirements.

Within this national context, the school is committed to implementing the IB MYP philosophy, which emphasizes **holistic education, conceptual understanding, international-mindedness, and student agency**. Admissions procedures are therefore designed to identify students who demonstrate academic readiness, motivation, and the potential to benefit from a rigorous, inquiry-based educational environment.

While admission to MAKSS is selective, the school is committed to **equitable access**, clear communication of expectations, and the provision of appropriate support to admitted students to enable their success within the programme.

### I. Admission Procedure

Each year, the Agency announces admission timelines, examination dates, and application procedures through official channels, including the Agency website, the

school website, and mass media. Examination information is also displayed on the school premises.

Applicants who submit all required documents, including proof of age and prior academic records, are invited to participate in the entrance examination. Examinations are administered in Uzbek and monitored internally and externally to ensure fairness and transparency.

Admissions decisions for the school are communicated **at least 2 months before programme start**, ensuring that families have sufficient time to make informed arrangements and plan for any required language support.

Admission results are published within 20 calendar days via official school communication channels. An appeals process is established through a designated commission to address complaints or concerns regarding admission outcomes.

Admission offers are issued strictly according to examination ranking. If an applicant declines admission, the next eligible candidate on the waiting list is offered a place. While admission primarily occurs at Grade 5 entry, the same procedures apply to upper grades should vacancies become available.

## **II. Admission Criteria**

Students are admitted to Muhammad al-Khwarizmi Specialized School based on age eligibility, successful completion of Grade 4, verification of all required documents, demonstrated proficiency in the Uzbek language, and performance on the entrance examination.

Applicants to Grade 5 are required to sit entrance examinations in **Mathematics** and **English**. The entrance examinations are designed to assess students' academic readiness for the specialized curriculum and the IB Middle Years Programme.

### **Annual Intake Capacity**

Muhammad al-Khwarizmi Specialized School admits **up to 120 students to Grade 5** annually. Admission is granted strictly according to examination results and ranking,

in accordance with procedures established by the Agency for Specialized Educational Institutions.

### **Subjects Offered in the IB MYP (Grades 5–9)**

In accordance with the IB Middle Years Programme framework and the school's specialized focus, MAKSS offers the following MYP subject groups:

- ✓ **Language and Literature**
- ✓ **Language Acquisition (English)**
- ✓ **Individuals and Societies**
- ✓ **Sciences**
- ✓ **Mathematics**
- ✓ **Design**
- ✓ **Arts**
- ✓ **Physical and Health Education**

These subject groups ensure balanced, holistic education while supporting the school's specialization in mathematics, sciences, information technology, and English.

### **III. Non-discrimination statement**

MAKSS is committed to equitable access and does not discriminate on the basis of nationality, ethnicity, culture, or home language. Admission decisions are made solely according to established criteria.

### **IV. Inclusion statement**

MAKSS is a selective admissions school, and publicizes the nature of the school transparently to ensure that the community understands the strict entrance requirements. Once admitted to MAKSS, all students in grades 5-9 are invited to participate in the IBMYP.

## **V. Physical disability**

MAKSS practices align with legislation governing children with disabilities (RUz Q-PS638, 2019), and welcomes all children within the range of accommodations and modifications expected for public schools.

## **VI. Academic, social and emotional challenges**

If a student is identified as experiencing academic, social, or emotional challenges that may affect their ability to succeed at MAKSS, the school provides appropriate support within its capacity.

Academic challenges may include persistent learning difficulties, language-related barriers, or difficulty accessing the curriculum despite differentiated instruction. Social challenges may include ongoing difficulties with peer interaction or behavior that impact learning. Emotional challenges may include anxiety, stress-related concerns, or emotional regulation difficulties affecting school participation.

Support measures may include psychological counseling, learning support interventions, differentiated instructional strategies, short-term monitoring plans, and collaboration with parents or guardians.

If, following a thorough review by the school support team, the student's needs are determined to exceed the reasonable resources available at MAKSS, a formal meeting with the family will be held to discuss alternative educational pathways that better meet the student's needs.

## **Links to Other Policies**

The Admissions Policy does not operate in isolation. It is supported by and directly linked to the following institutional policies, ensuring coherence and alignment with IB Programme Standards and Practices:



**4.1 Academic Integrity Policy:** Provides the ethical framework that informs admissions decisions, ensuring students admitted into programmes understand expectations of honesty and responsible conduct;

**4.2 Language Policy:** Establishes the school's commitment to multilingualism and cultural identity, guiding language requirements for admission and programme progression;

**4.3 Assessment Policy:** Defines the principles and practices of assessment that underpin entry thresholds, progression decisions, and predicted grades.

### **Monitoring and Review**

**5.1 Responsibility for Review:** The admissions procedure is reviewed under the leadership of the School, in coordination with the MYP Coordinator in consultation with teaching staff. Final approval of the procedure rests with the Agency.

**5.2 Review Cycle:** The admissions policy is formally reviewed annually in April, with additional interim reviews conducted as required by IB guidance, Agency recommendations, or changes in the school context.

**5.3 Continuous Monitoring:** Admissions outcomes are monitored each academic year to ensure alignment with the school's mission, student progression and success, and compliance with IB MYP requirements. Findings from this review are used to refine and adjust the admissions procedure as needed.

## **References**

1. International Baccalaureate Organization (IBO) (n.d.) *Middle Years Programme: From principles into practice*. Latest edn. Geneva: International Baccalaureate.



2. International Baccalaureate Organization (IBO) (n.d.) *Programme standards and practices*. Current version. Geneva: International Baccalaureate.
3. International Baccalaureate Organization (IBO) (n.d.) *MYP guide to school authorization*. Geneva: International Baccalaureate.
4. International Baccalaureate Organization (IBO) (n.d.) *The IB learner profile*. Geneva: International Baccalaureate.
5. Lex.uz (2017) *PQ-3274-son (14 September 2017): Muhammad al-Xorazmiy nomidagi ixtisoslashtirilgan maktabni tashkil etish to'g'risida*. Available at: <https://lex.uz/ru/docs/-3339073> (Accessed: 3 April 2024).
6. Lex.uz. (2023). *214-son 27.05.2023. Prezident, ijod, ixtisoslashtirilgan maktab va maktab-internatlarga o'quvchilarni saralab olish hamda qabul qilish tartibiga oid normativ-huquqiy hujjatlarni tasdiqlash to'g'risida*. [online] Available at: <https://lex.uz/docs/-6479366> [Accessed 24 Jan. 2026].
7. Ministry of Preschool and School Education of the Republic of Uzbekistan (n.d.) *National regulations governing secondary education and admission procedures to specialized public schools*. Tashkent: MPSE.
8. Agency for Specialized Educational Institutions of the Republic of Uzbekistan (n.d.) *Official guidelines and procedures for student admissions to specialized schools*. Tashkent: ASEI.
9. Republic of Uzbekistan (2019) *Law on the Rights of Persons with Disabilities* (RUz Q-PS638). Tashkent: Government of the Republic of Uzbekistan.
10. Muhammad al-Khwarizmi Specialized School (MAKSS) (n.d.) *Academic Integrity Policy; Language Policy; Assessment Policy*. Tashkent: MAKSS.