ACCESS AND ADMISSION POLICY

FOR THE IB DIPLOMA PROGRAMME
AT VILNIUS LYCEUM

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VILNIUS LYCEUM

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This document has been produced on the basis of and in alignment with the following national regulations, IBO publications and school policies:

- *Priėmimo į Vilniaus miesto savivaldybės bendrojo ugdymo mokyklas tvarkos* aprašas (*Regulations for Enrollment in General Education Schools of the Vilnius City Municipality*, approved annually by Vilnius City Municipality Council)
- *The Diploma Programme: From Principles to Practice, 2015*
- *Programme Standards and Practices, 2018 (updated 2023)*
- *Diploma Programme: Assessment procedures, 2026*
- *Access and inclusion policy, 2022 (updated 2023)*
- *Learning diversity and inclusion in IB programmes. Removing barriers to learning, 2016 (updated 2020)*
- *Mokinių priėmimo į Vilniaus licėjų ir klasių komplektavimo tvarka, patvirtinta Vilniaus licėjaus direktoriaus 2026 sausio 14 d. įsak. Nr. V1-10 (Regulations for the Admission of Students to Vilnius Lyceum and the Formation of classes, approved by the principal of Vilnius Lyceum 2026, https://licejus.lt*
- *Access and Inclusion Policy for the IBDP at Vilnius Lyceum, 2026*
- *Language Policy for the IBDP at Vilnius Lyceum, 2024*

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 [1].

THE IB LEARNER PROFILE

The IB Learner Profile is the IB's mission in action, shaping its educational philosophy and values. It encourages the development of internationally minded individuals who, by recognizing their shared humanity and responsibility for the planet, contribute to a better and more peaceful world.

[1] (International Baccalaureate Organization 2019)

We expect our learners to cultivate all the attributes of the IB Learner Profile, which are crucial for fulfilling the mission, succeeding in the Diploma Programme, and becoming responsible members of the global community.

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 analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*
- ***Communicators*** *– we express ourselves condently 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.*
- ***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, 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 weaknessesmin order to support our learning and personal development* [2].

[2] (International Baccalaureate Organization 2013)

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PURPOSE OF THIS POLICY

The school‘s *Access and Admission Policy* for the International Baccalaurete Diploma Programme (IBDP) applies to both local and international candidates.

The purpose of this document is to:

- articulate Vilnius Lyceum’s approach to access and admission to the IB Diploma programme (IBDP)
- explain how the DP is promoted to prospective students
- outline the admissions procedures
- provide guidance on choosing the DP subjects at Vilnius Lyceum.

ACCESS AND ADMISSION APPROACH

The school’s *Access and Admission Policy* promotes diversity within the student body while ensuring that all IBDP students benefit from a comprehensive educational experience. Recognizing the varied backgrounds, abilities, and needs of learners, the school provides equal ooportunities for all candidates to apply in accordance with IB and school procedures.

Although the IB Diploma Programme is open to all students, a competitive selection process is applied due to the high number of applicants exceeding the school’s capacity. As all IBDP students are required to study English and mathematics, and English being the language of instruction, assessing applicants’ proficiency in these subjects through entrance examinations is crucial to ensure their academic success. Students who pass these exams successfully are considered for admission.

From the school‘s perspective, a key factor in the admission process is the student’s conscious and informed choice of the IBDP. Therefore, the Admissions Team at Vilnius Lyceum is committed to providing applicants and their parents/guardians with thorough guidance and support in this process.

ACCESS AND SUPPORT FOR DIVERSE LEARNERS

Vilnius Lyceum embraces diversity and does not discriminate on the basis of race, gender, nationality, religion, etc., in its admissions process. The school strives to maintain an inclusive and supportive learning environment for all students where all students have access to the resources and support they need to succeed. The school follows the principles of the IB‘s *Access and Inclusion Policy* and ensures access arrangements during entrance examinations and learning support in the future when enrollment is confirmed.

Responsibilities of applicants

- **Submission of required documentation**. To include accommodations during entrance exams or receive learning support later, students or their parents must submit relevant documentation (medical/psychological report) outlining their needs prior the entrance exams.

Responsibilities of the school

- **Implementing access arrangements**. The school will implement access arrangements in line with IB guidelines. This includes adjustments to learning and assessment processes to remove barriers for students with disabilities or learning needs.
- **Providing learning support**. Students with learning difficulties, physical or psychological, or special educational needs can request learning support. This may include accomodations such as extended time for assessments, assistive technology, or additional learning resources.

For more details regarding inclusive education, refer to the school‘s *Access and Inclusion Policy.*

DP PROGRAMME PROMOTION

Vilnius Lyceum has been offering the International Baccalaureate Diploma Programme (IB DP) since 1997 and has extensive experience in implementing the programme. The IBDP gives the foundation of international education. It is globally recognized by universities with its students gaining competitive offers for further study.

Information about the IB Diploma Programme is available on the school‘s website. Additionally, orientation meetings are held to promote the programme and outline the key features of the DP.

Orientation meetings

Internal

Every year the school organizes a promotional session for Vilnius Lyceum Grade 10 students to introduce the IB Diploma Programme. During this session, students receive information about the specific requirements of the programme, its philosophy, possible subject choices, opportunities and challenges.

External

Additionally, the school hosts an annual “Open Day“ event (in February) for all prospective students and their parents/guardians, held either remotely or on-site. This event allows students

and their parents to visit the school, meet the principal, IBDP coordinator, and some teachers, as well as hear from current IB2 students who share their experiences about the IBDP from a student‘s perspective.

ADMISSION PROCEDURES

To be admitted to the IB Diploma programme at Vilnius Lyceum, applicants must have completed their basic secondary education (Grade 10). Candidates from various schools are eligible to apply, provided that their place of residence is officially declared in Vilnius City by the application deadline.

The general admissions procedures are outlined below, while detailed information is updated and published annually on the school‘s website prior to the application period.

General admission procedures

1. **Submission of applications**
   The application form must be submitted via the Vilnius City Municipality electronic application system https://vilnius.lt/svietimas during the officially established application period (usually in February).

   Applicants requiring access arrangements for the entrance examinations must submit a request to the Vilnius Lyceum Admissions Board at admission@licejus.lt, accompanied by relevant supporting documentation (medical or psychological reports) issued by a healthcare institution or the Pedagogical-Psychological Service (PPT). The request and supporting documentation must be submitted by the end of application period. Requests submitted after this deadline may be considered in exceptional circumstances, subject to the school’s ability to make the necessary arrangements.
2. **Entrance examinations and admissions criteria**
   Applicants are required to take two entrance examinations: English and Mathematics. The examination dates are determined annually and announced once the admission rules for the upcoming academic year have been approved by Vilnius City Municipality (usually in January).

   Together with the annual admission rules, the school publishes the examination syllabi for English and Mathematics. These specify the knowledge, skills, and curiculum topics that may be assessed and serve as the basis for candidates‘ examination preparation. The school does not provide sample examination papers, example tasks, or additional examination-preparation materials.

   Practical information regarding the examinations, including the exact arrival time, venue, permitted or required materials, and other organisational instructions, is published on the school‘s website https://licejus.lt/ shortly before the examination dates.

The minimum passing mark for each examination is determined annually based on the overall performance of the candidates. The final admission score is calculated by adding the marks obtained in each examination. Candidates with the highest overall scores are offered admission to the school.

3. **Announcement of results**
   Entrance examination results are announced on the Vilnius Lyceum website https://licejus.lt/ no later than three weeks after the date of the entrance examinations.
4. **Confirmation of admission and contract signing**
   Parents (guardians) of admitted students are required to take the following steps via Vilnius Municipality e-system:
   • to confirm the invitation to study at Vilnius Lyceum by the specified deadline
   • to sign the contract with the school by the specified deadline after confirmation of the invitation.
5. **Meeting with the enrolled students**
   In May or June, the school holds an orientation meeting for enrolled students and their families, offering a comprehensive overview of the school, the IBDP philosophy, and the curriculum. During the meeting, course selection options and school policies are also introduced and discussed.
6. **Submission of required documentation**
   Enrolled students are required to provide the school with the following documents by the specified deadline:
   - **an application form for the IBDP course selection** (see ***Appendix 1)***, submitted to the *Admissions Team* at admission@licejus.lt.
   - **a copy of Basic Education Certificate** (Grade 10) and an identity document (if basic education was obtained abroad), submitted to the school's office at sekretore@licejus.lt.

   For further inquiries regarding the admission process, applicants may contact the *Admissions Team* at admission@licejus.lt.

7. **Admission withdrawal**
   Students who decide to withdraw from the programme are required to submit a request to the Head of school. The school will then prepare the necessary documents related to the student's withdrawal. The student must return all materials before the withdrawal.

Admission procedures for students with the IB MYP Certificate

The admission procedures for students with the IB MYP certificate follow the same steps outlined in the *General admission procedures* section. However, students who have successfully completed the IB Middle Years Programme (MYP), **passed the IB MYP on-screen examinations**, and **received the official IB MYP Certificate by the International**

Baccalaureate are eligible for admission to the Diploma Programme at Vilnius Lyceum without entrance examinations.

A school issued certificate confirming completion of the MYP does not qualify an applicant for exemption from entrance examinations.

Applicants are required to inform the Admissions Board at admission@licejus.lt during the application submission period if they intend to take the MYP on-screen examinations and provide their MYP certificate. Enrollment in the Diploma Programme will be confirmed once the MYP certificate has been submitted to and verified by the Admissions Board.

Admission procedures for transfer students studying abroad

The school‘s approach to admitting IB Diploma transfer students reflects its belief in the value of diversity and its commitment to providing every student with opportunity to reach their full potential. By maintaining a thorough yet flexible admission process, the school ensures a smooth integration of transfer students and supports their academic success.

In line with this, Vilnius Lyceum welcomes transfer applications from students currently enrolled in the IB Diploma programme at another institution abroad, provided the student’s course selection aligns with the school’s DP course selection, the school has available space, and a smooth transition can be guaranteed based on the documents from the previous school. To be eligible for transfer, applicants must have completed Year 1 of the IB Diploma Programme.

Admission process:

1. **Submission of required documentation**
   The following documents must be submitted to the Admissions Board at admission@licejus.lt:
   - an application form for admission to Year 2 (see ***Appendix 2***)
   - a complete record of academic achievement from the student’s previous school
   - course syllabi and progress reports on Internal Assessments (IA), the Extended Essay (EE), Theory of Knowledge (TOK), and CAS completion.
2. **Application review and Admissions Board decision**
   The Admissions Board will conduct a thorough review of the student’s current academic standing to assess compatibility with the school’s IB Diploma course selection. In evaluating the student’s transition, the Board will consider the school’s capacity to accommodate the applicant. The final decision will be communicated to the student and their parents/guardians.
3. **Meeting with the IBDP coordinator**

If the Admissions Board reached the decision to admit the student, a meeting with the IBDP coordinator will be arranged to discuss the workload management and develop an individual transition plan.

THE IBDP COURSE SELECTION AT VILNIUS LYCEUM

The IBDP curriculum

The curriculum is made up of the DP core and six subject groups. The DP core aims to broaden students' educational experience and challenges them to apply their knowledge and skills.
The three core elements are:

- **Theory of Knowledge** – a 100 hours course that reflects on the nature of knowledge and on how we know what we claim to know. It is also integrated into other subjects.
- **The Extended Essay** – is an independent, self-directed piece of scientific research with a 4,000-words written from one chosen subject.
- **Creativity, Activity, Service** – extra curricular activities for personal growth. Students plan activities and complete a project related to those three concepts.

For more detailed information about the curriculum of each core component, refer to DP-core

Course selection

Before enrolling in the IB Diploma Programme (IBDP), it is recommended that students familiarize themselves with the content of each subject by reviewing the DP-curriculum. Additionally, students are encouraged to consult with the IBDP coordinator, IB teachers, and current IB students to better understand the academic demands of the programme. Researching university requirements for specific fields of study is also essential to ensure that subject choices align with future academic and career goals.

Students are required to select six IBDP subjects offered by the school, following the IBDP framework. This includes 3 subjects at Higher Level (HL) and 3 at Standard Level (SL). While HL and SL courses differ in scope (HL: 240 hours, 6 lessons per week; SL: 150 hours, 4 lessons per week), both are assessed using the same grade descriptors, with HL requiring a broader and deeper demonstration of knowledge, understanding, and skills.

Students choose courses from the following subject groups.

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Subject group	Subjects	Level	Compulsory subjects
Group 1: Studies in Language and Literature	Lithuanian A: Literature	HL/SL	Lithuanian A: Literature (for native Lithuanian speakers)
	English A: Language & Literature		English A: Language & Literature (for speakers of languages other than Lithuanian, including non-native Lithuanian speakers)
Group 2: Language Acquisition	English B	**HL***	English B **or** English A: Language & Literature (for native Lithuanian speakers)
	German B	HL/SL or AB initio	German B **or** French B
	French B		
Group 3: Individuals and Societies	History	HL/SL	One subject
	Economics		
	Geography	**SL****	
	Psychology		
Group 4: Sciences	Computer Science	HL/SL	One subject
	Physics		
	Chemistry		
	Biology	**HL***	
	Environmental Systems and societies	**SL****	
Group 5: Mathematics	Mathematics: Analysis and approaches	HL/SL	Mathematics: Analysis and approaches
Group 6	Second subject from groups 2-4		One subject

*** only HL; ** only SL**

Language course options

All IBDP students (native Lithuanian speakers) at Vilnius Lyceum study Lithuanian A: Literature (SL/HL) as their Group 1 subject, and English B at higher level (HL) or English A: Language and literature (HL/SL) as their Group 2 subject. Students are also encouraged to choose German or French as their Group 6 subject to further support multilingualism.

Students who are speakers of languages other than Lithuanian study English A: Language and literature as their Group 1 subject, and German B or French B as their Group 2 subject.

Students whose native language is neither Lithuanian nor English are encouraged to pursue their mother tongue as a Group 1 subject under the school-supported self-taught option. This course is only available at SL, and students are expected to work independently, with the guidance from an IB certified supervisor, who may be assigned by the school. In instances where the school cannot assign a supervisor, students have the option to enroll in online courses (for example, *Pamoja*), with the associated fees being the responsibility of the student.

Course selection limitations

Due to scheduling constraints, students are requested to select one option from each of the following pairs**:**

- history **or** geography
- psychology **or** economics
- biology **or** physics
- computer science, chemistry **or** ESS (Environmental systems and societies)

A minimum of 5 students are required for a course to be offered. Students who are affected by this, will be notified.

Changes in the course selection

Students are expected to choose their subjects and levels carefully and responsibly when completing the course selection form. The school timetable is created based on students' subject selections and, once finalised, cannot be adjusted to accommodate later changes in individual preferences or interests.

Once enrolled in the International Baccalaureate Diploma Programme (IBDP) and after the timetable has been finalised, students are expected to maintain their selected subjects and levels for the full two-year duration of the programme.

A student may request a change of subject or level within the first two months of Year 1, provided that the proposed change is compatible with the existing timetable and the requirements of the Diploma Programme.

Students whose requests are approved are responsible for catching up on any missed course content and completing outstanding assignments and assessments, including tests, within deadlines agreed with the relevant subject teacher(s).

After this initial period, changes to subject selection may be considered only in exceptional circumstances and are subject to approval by the IBDP Coordinator.

Students wishing to request a change of subject or level must complete the Application Form for IBDP Subject Change provided in ***Appendix 3*** of this policy.

RELATED POLICIES

Language Policy

As described in the school‘s *Language Policy*, Vilnius Lyceum promotes multilingualism by offering opportunities to learn additional languages at all levels (Group B Language Acquisition) , while also strengthening the students‘ mother tongue (Group 1 Language A). Subject selection, particularly in Languages, is a critical part of the admissions process. Based on the student’s linguistic background, the school ensures that the student is placed in the appropriate language courses that reflect their proficiency and personal learning goals. This flexibility aligns with the IB’s emphasis on language as a means of developing intercultural awareness.

By addressing language needs at the admissions stage and providing ongoing language support, the school creates an environment where all students, regardless of linguistic background, can thrive in the IB Diploma Programme. This holistic approach to admissions and language learning ensures that students not only meet the academic requirements of the IBDP but also develop the multilingual and intercultural skills that are central to the IB’s mission.

Access and Inclusion Policy

The school’s *Access and Admission Policy* is aligned with its *Access and Inclusion Policy* to ensure all students, including those with diverse learning needs, have equitable opportunities to succeed.

The *Access and Inclusion Policy* guarantees fair access for all students, with appropriate accommodations and adjustments provided as needed.

To receive necessary access arrangements such as extra time or assistive technologies, etc., applicants must submit relevant documentation during admission process and inform the school about their learning needs (see the *General admission procedures* section*;* for more details, refer to the school’s *Access and Inclusion Policy*).

ACCESS AND REVIEW OF THE POLICY

The policy can be accessed on the school’s website, or in the school library.

This policy is subject to annual review by the IBDP coordinator and the Admissions Board to ensure it remains aligned with national regulations, IB requirements and reflects the evolving

needs of the school community. Adjustments to the policy will be made as necessary to support both admissions and access to educational opportunities for all students.

LIST OF REFERENCES

INTERNATIONAL BACCALAUREATE ORGANIZATION, 2013. IB Learner Profile. https://www.ibo.org. Online. 2013. Available from: https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

INTERNATIONAL BACCALAUREATE ORGANIZATION, 2019. Our Mission. *International Baccalaureate*®. Online. 2019. Available from: https://www.ibo.org/about-the-ib/mission/

APPENDICES

Appendix 1: APPLICATION FORM FOR IBDP COURSE SELECTION

The application form is available in Lithuanian and English:

Prašymas dėl TBDP mokomųjų dalykų pasirinkimo

Application form for IBDP course selection

Appendix 2: APPLICATION FORM FOR ADMISSION TO YEAR 2 (IB2)

Prašymas dėl priėmimo į TB2 kl.

Appendix 3: APPLICATION FORM FOR IBDP SUBJECT CHANGE

Prašymas dėl TBDP mokomųjų dalykų keitimo