



International Baccalaureate®  
Baccalauréat International  
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# IB ADMISSIONS POLICY

**KANG CHIAO INTERNATIONAL SCHOOL EAST CHINA CAMPUS**

*NURTURING INTERNATIONAL LEADERS,*

*PREPARING STUDENTS FOR A BEAUTIFUL FUTURE*

**FOUR IDEALS:**

*EXPERIMENTAL*

*NATURE LOVING*

*BILINGUAL*

*CREATIVE*

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康桥学校 KUNSHAN CAMPUS  
昆山校区

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## **Rationale**

It is our responsibility to develop a reliable and sustainable admissions policy that is transparent and gives all students an equal opportunity of joining the Kang Chiao International School East China Campus (KCISEC) International Baccalaureate (IB) programmes. This policy is related to, but largely independent to the admissions practices in the other departments of the middle school and high school (Chinese National Curriculum Bilingual Department (BL); US High School Department (AP); A-level Program (AL).

The policy also serves to inform guidance provided to students on the selection of educational options appropriate to their intellectual, social, emotional and physical development. In doing so, it seeks to ensure that the young people in our care have access to the right opportunities to allow them to develop and grow.

KCIS East China upholds a non-discriminatory policy and accepts applications from eligible students for the International Baccalaureate Middle Years (MYP) and Diploma (DP) programmes, regardless of race, gender, class, economic status, ethnicity or national background. KCISEC's academic year runs from late August until late June, with two semesters. In cases where the school year start and end dates are different from this, students may need to be placed in a year level different from their previous school. This kind of placement decision will be made following discussion between the IB admissions committee and parents.

KCIS East China exercises a rolling admissions policy, with new students accepted for admission as long as places are available and the required application procedures are followed. In the MYP and DP grade levels, there may be some limitations to the acceptance of students to the IB Programme at certain points in the academic calendar, due to the need for specific prior learning at certain points of the programme.

The IB Programme has created a reputation within the school as an academically challenging programme of education and rigorous assessment, and the Diploma Programme in particular is recognized as an excellent pathway to success at university. These are programmes where the majority of students are learning in their second language. Consequently, our students need to be well-disciplined and highly motivated as well as possessing a level of academic achievement. In order to sustain this environment, the criteria for entry into the IB Programmes offered at KCIS East China need to be rigorous to ensure prospective IB students are capable of coping with challenges and programme requirements.

## **Principles**

The principles of admission to the IB programmes at KCIS East China are as follows:

- All admissions to an IB programme are subject to students' interests, strengths and needs, timetabling constraints and the total number of students taking particular courses.

- IB subject teachers and Programme Coordinators advise each IB student as to his or her suitability when moving into Grade 10 and the DP based on their academic performance and learning styles.
- A reasonable command of the English language is required and students should demonstrate that they are comfortable with listening, speaking, reading and writing in English if students wish to enter Grade 10 and beyond. In Grade 9, this evaluation is based upon the MYP phase level resulting from rigorous assessment. In Grade 10, this evaluation is based on exam results and, in the case of entrance to English A, a placement test.
- Students in IB Grade 6 - 9 are admitted into the school in accordance with government regulations on mandatory education for Chinese nationals.
- The IB MYP and DP at KCIS East China offer pathways to university / college and have a demanding academic emphasis

## Admissions to IB Programmes

Admissions into the International Baccalaureate (IB) Middle Years and Diploma Programmes at KCIS East China take place as follows:

- New cohorts of students join the programme at the start of Grade 6, Grade 7 and Grade 10
- New students join existing cohorts at the start of Grades 8, 9 and 11 where vacancies exist
- New students may join existing cohorts during the school year in Grades 6-10

All interested students and their parents/guardians are invited to an information meeting scheduled late in Semester 1. During the meeting, the IB Programme and how it is structured and implemented at KCIS East China will be introduced. This is followed by a Q&A session with the IB admissions committee. Additionally, an information booth will set up at school parent and teacher conferences to provide relevant information and address queries for parents of all grades. To enter Grades 6-9, students must be foreign passport holders.

Students currently enrolled at KCIS East China in other programmes may transfer into the IB Programme at any time subject to vacancies. Individual applications will be reviewed on the basis of school transcripts, written application documents, a letter of recommendation, interview and admission tests by the International Baccalaureate admissions committee.

Students from other schools who wish to enroll in the KCIS East China IB Programme go through the normal admissions process for all new KCIS East China students. Individual applications will be reviewed on the basis of school transcripts, written application documents, letters of recommendation, interviews and admission tests by the IB admissions committee.

An application package including all necessary forms is available on the school website. Interested students and their parents/ guardians are encouraged to complete and submit the required application documents for an IB Programme to the IB admissions committee by the end of semester 1.

The application package consists of two parts:

- An application form which includes student demographic information, a set of student self-assessment questions, a language profile form and a recommendation letter from their previous school.
- If the student is enrolled in another KCIS East China programme then the student will be interviewed by members of the IB Admissions committee.

## **Equality of Opportunity**

We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavor to foster an atmosphere of mutual respect in order to help to promote our school and a society in which there is social, religious and racial harmony. As a school, we accept that there are racial and gender inequalities in our society which impose limits, so we constantly examine our curriculum, procedures and materials for bias or inequality.

In line with the IB Programme Standards and Practices, the school recognises its responsibilities to provide opportunities for all students to access the programme(s), and endeavors to provide this opportunity wherever possible when it is agreed to be in a student's best interests.

## **Admissions of Students with Special Educational Needs**

The school's Inclusive Education Policy provides for the admission of students with special educational needs. The process for evaluating whether admission is in the student's interests involves consultation between all interested parties is as follows:

- The IB admissions committee reviews the application of each student with special educational needs when they have been identified prior to the application for admission by a qualified professional
- Parents should submit current versions of essential documents detailing the child's needs (e.g. educational psychology report, speech and language therapy report, physiotherapy report or occupational therapy report etc.)
- The IB admissions committee assess the human, financial, material and space resources required to address the child's needs based on the reports provided by the parents

- The IB admissions committee, in consultation with the Department of Student Affairs, makes a judgement on whether the school is able to support, educate and provide for the safety of the child

### **Admissions of Students with Language Needs**

In line with its Inclusive Education Policy the school admits students with lower levels of language proficiency than the IB Programme guidelines in the Language Policy. In some cases, language processing challenges may contribute to interference with English language development. Where these language difficulties are identified in advance of an application for admission, they are dealt with in the same way as any other Special Educational Need.

However, frequently, these language support needs are not identified prior to a student's application for admission to the programme. Where a language need is suspected at the initial student interview, the child's parents may be asked to commit to work with the school language center or to seek a specialist assessment outside the school.

### **Placement of Students to Promote Diversity**

It is very important that each class has the correct balance of students. The IB Programme does not control the allocation of students to classes other than for Language Acquisition. The allocation of students is managed at whole school level by The Department of Student Affairs

(DSA) which manages the pastoral care systems. The DSA is encouraged to take into account the following factors when developing the class lists (of current and new students) each year:

- Gender balance / nationality / culture / language / academic background and ability
- Mix of talents amongst the students across classes – i.e. sporting abilities, musical talents, artistic/creative, leadership, etc
- Placement within specific classes is at the discretion of the school. No requests from parents for specific class placements will be allowed.
- Any requests from the Department of Academic Affairs, Middle School Office or IB Office
- Any recommendations from the School Counselling Office

### **Probationary Period**

All student placements are provisional and have a one-month probationary status. The school reserves the right to adjust the grade level and/or programme a student follows within this one-month period based on assessments and behavioral observations of the student. KCIS East China reserves the right to alter or to

rescind any decision regarding admission or enrolment made on the basis of incomplete or incorrect information.

## **IB Programme Projected Enrolment**

In the IB Programmes (up to 25 students per class + children of teachers)

- Grade 6: 50 students
- Grade 7: 50 students
- Grade 8: 50 students
- Grade 9: 50 students
- Grade 10: 75 students
- Grade 11: 50 students
- Grade 12: 50 students

## **Progression in the IB Programme**

All students enrolled in an International Baccalaureate (IB) Programme are able to move to the next grade if they successfully complete their current grade level in Grades 6 - 9 in respect of expected academic and behavioural outcomes.

The programme coordinator, after conversations with a student's teachers, will determine whether the student has successfully completed their current grade level. If a student is not likely to meet the conditions parents will be informed in advance.

Typically, students enrolled in MYP Grades 6-9 may continue in the programme and move into the next academic grade level regardless of grades. From Grade 10 onwards selection criteria will be applied that either lead to a student being asked to transfer out of the IB programme, or, more commonly, lead to limitations on choosing certain subjects or combinations of subjects. A student is considered automatically ready for progression in any subject where they achieve level 4 or higher.

## **Entrance to the IB Diploma Programme**

KCIS East China offers the IB DP, a two-year university preparatory curriculum with a breadth and depth of rigorous academic study. All admissions to DP courses are subject to students' interests, strengths and needs, timetabling constraints and total number of students taking particular courses. DP subject teachers and programme coordinators advise each DP student as to his or her suitability for a particular course where possible. During Grade 10, the IB DP Coordinator holds an "Information Session" with the students and

parents to orient them on the programme. Students choose their IB subjects based on their academic strengths and university plans after one on one consultations with the DPC.

Students currently enrolled in the KCIS East China IB MYP may enroll in the KCIS East China IB DP if they attain a grade 4 or above all of their subjects' bar one and a Language Acquisition phase level of at least phase 3.

Students from other schools who wish to participate in the IB DP go through the normal admissions process for new KCIS East China students before admission to the KCIS East China IB DP. Individual applications will be reviewed on the basis of school transcripts, written application documents, letters of recommendation, interviews and admission tests.

## **Connections to Other Policies**

How does this policy link to other policies?

- **Academic Integrity Policy:** During the admission process the Academic Integrity policy is discussed with the students and parents. The parents and students are asked to read through and sign the Academic Integrity policy for their relevant programme.
- **Assessment Policy:** Detailed explanation of Kang Chiao International School (KCIS) East China Campus assessment procedures.
- **Inclusive Education Policy:** Detailed explanation of Kang Chiao International School (KCIS) East China Campus equal opportunity and support procedures.
- **Language Policy:** Detailed explanation of Kang Chiao International School (KCIS) East China Campus language policy.

## **Policy Review**

In line with the IB Programme Standards and Practices, the school implements and regularly reviews this Admissions Policy along with its Inclusive Education Policy. Together, these policies clearly describe the conditions for participation in the school's programme(s).

This policy is subject to ongoing review as we recognise that a number of factors influence the learning needs of our students such as, but not limited to, student enrolment, the cultural backgrounds of our student population and parental expectations. Furthermore, the need to support and work alongside other departments within the school, the shifting nature of the wider school community and the political landscape are additional factors contributing to the need to review the policy.