



## ADMISSIONS AND PROMOTION POLICY

### ADMISSION PROCESS

The Canadian International School of Hefei (CISH) accepts applications from prospective students year-round. CISH operates on a rolling admissions basis, considering completed applications in the sequence they are received until a class reaches capacity.

The admission process consists of three stages: application submission, student assessment, and acceptance. Prior to being considered for admission to CISH, students must file a complete application and submit all documentation as required.

This document aims to clarify the CISH admission process, ensuring transparency.

### GENERAL INFORMATION

CISH is an inclusive institution that welcomes international students. Admission is based on applicants' academic and social aptitude. For the Early Years (EY) and Primary Years Programme (PYP), grade-level placement correlates with the student's birth year, as outlined in the table below.

Academic Year 2023-24	
Born in 2021	Pre-K
Born in 2020	K1
Born in 2019	K2
Born in 2018	K3
Born in 2017	Grade 1
Born in 2016	Grade 2
Born in 2015	Grade 3
Born in 2014	Grade 4
Born in 2013	Grade 5

While the MYP and DP programmes generally adhere to this model, exceptions may arise. In such cases, a collaborative effort involving the administration, admissions team, coordinators, parents, and students will determine the student's appropriate grade level.



## CRITERIA FOR ACCEPTANCE TO CISH

### 1. Academic Skills and Academic Integrity

CISH, as a university preparatory institution, sets high academic standards and expects each student to achieve their maximum learning potential. Based on previous school transcripts and reports, applicants must show that they are motivated to meet the high academic standards of CISH. Academic honesty and integrity are cornerstones at CISH. Any instances of academic misconduct will be addressed in accordance with the Academic Integrity Policy.

### 2. Social Skills

CISH fosters a learning community centered around the core principles of respect, responsibility, and honesty. As such, CISH accepts only students whose past record demonstrates a clear commitment to these principles.

### 3. Physical or Learning Disabilities

CISH is inclusive of students with mild learning disabilities as well as specific physical disabilities. Nevertheless, CISH cannot accept students whose physical or learning disability is judged by our staff to be beyond our capabilities to accommodate.

### 4. High School (Diploma Programme (DP))

Applicants to Grade 11 and 12 must show they are prepared to undertake a rigorous curriculum and demonstrate appropriate language ability, academic background and social-emotional development. Upon acceptance, they will be required to take an orientation course to understand the programme and be successful at CISH.

## ENGLISH PROFICIENCY, LANGUAGE POLICY AND ASSESSMENT POLICY

CISH welcomes students of all nationalities. The primary language of instruction at CISH is English. Applicants in Grade 1 and above will be assessed to determine whether or not they should be enrolled in EAL (English Additional Language) programs. Exceptions may be considered for students demonstrating native or near-native English proficiency. Subsequently, a collaborative decision will be made by the Head of School, EAL Coordinator, and English teachers to assess whether the candidate requires enrollment in the CISH EAL support program. Generally, candidates scoring below 5.0 on the WIDA English assessment will be recommended for EAL support.

For students entering CISH at the beginning of Grade 11, those who score below 5.0 on the English assessment (WIDA) will be advised on a case-by-case basis regarding attempting the full IB DP. Students scoring below 5.0 on the WIDA English assessment may find a better fit in the IB Course Certificate program or the full New Brunswick High School Diploma program. In the event that the student is deemed unlikely to succeed or benefit from continuing in the full DP, course-options may be offered at that time. Should a student find selected IB courses excessively challenging, they may opt for a curriculum solely based on New Brunswick high school credits, thereby remaining eligible for the Canadian High School Diploma.

## ADMISSIONS INTERVIEW

Interviews can be arranged with the Head of School, Vice-Principal, Guidance Counsellor, or the pertinent Coordinator, contingent on the applying student's grade level. All interviews



are required to be conducted in person.

We highly value each applicant's individual interests and concerns. We encourage applicants to prepare a list of questions about the school to facilitate a focused discussion on their key concerns.

### CLASS SIZE

CISH maintains a maximum class size of 25 students.

### WAITING LISTS

Should a child gain acceptance to CISH without immediate class availability, they will be placed on a waiting list.

Students on the waiting list are ranked chronologically based on the date of their completed application, with priority accorded to:

- CISH Alumni: returning students
- Siblings: siblings of students already enrolled in the school

### PYP PROMOTION CRITERIA

If a student is deemed unprepared for promotion to the subsequent grade level, the following retention protocol shall be enacted:

- Teacher informs Coordinator and VP
- Parents are informed in a meeting
- Assessment is recommended (use exemplars to show evidence to support argument)
- Upon reviewing the assessment recommendations, a collective decision on next steps will be made by the Guidance Counsellor, Coordinator, Head of School, and Vice-Principal.

### MYP Grade 6 to 7, 7 to 8, 8 to 9

- A minimum score of 28 out of 56 is required on the final report. Points can be earned from each of the following final report grade components: Language and Literature; Language Acquisition; Individuals and Societies; Science; Math; Arts; Design; and PHE (Physical Health Education).
- A minimum score of 3 out of 7 is required in each subject area. Failure to meet this criterion will necessitate the submission of work for credit recovery. If appropriate work is not submitted, grade repetition may be considered.
- Grade 6: a WIDA score of 3.0
- Grade 7: a WIDA score of 3.0, with a minimum 3 in both reading and writing components
- Grade 8: a WIDA score 4.0, with a minimum 4 in both reading and writing components (candidates failing to meet this criterion will be evaluated individually, and external or additional tutoring may be mandated.)
- All incoming Grade 9 students with a WIDA score below 5.0 will be mandated to enroll in additional EAL courses.



### MYP Grade 9 to 10

- A minimum score of 28 out of 56 is required on the final report. Points can be earned from each of the following final report grade components: Language and Literature; Language Acquisition; Individuals and Societies; Science; Math; Arts; Design; and PHE.
- A minimum score of 3 out of 7 is required in each subject area. Failure to meet this criterion will necessitate the submission of work for credit recovery. If appropriate work is not submitted, grade repetition may be considered.
- A WIDA score of 4.5 (candidates failing to meet this criterion will be evaluated individually, and external or additional tutoring may be mandated.)

### MYP Grade 10 to 11

#### For New Brunswick Students:

- A minimum of 28 out of 56 on the final report. Points can be earned from each of the following final report grade components: Language and Literature; Language Acquisition; Individuals and Societies; Science; Math; Arts; Design; and PHE.
- A minimum score of 3 out of 7 is mandatory in all final report grade components. Failure to meet this criterion will necessitate the submission of work for credit recovery. If appropriate work is not submitted, grade repetition will be mandatory.
- A WIDA score of 5.0 (candidates who do not achieve this result will be considered on an individual basis, and outside/additional tutoring will be required.)
- An ELPA Pass (students who do not achieve a pass will be considered on an individual basis, and required to take additional ELPA tutoring during ASA time in their DP1 year)

#### For DP Course and Full Diploma Programme:

- All Course Programme requirements stated above AND:
- A minimum score of 30 out of 56 is required on the final report. Points can be earned from each of the following final Report grade components: Language and Literature; Language Acquisition; Individuals and Societies; Science; Math; Personal Project; and the highest mark from either Arts, Design, or PHE.
- A Minimum 3 out of 7 in Personal Project
- A Minimum 4 out of 7 in MYP Grade 10 subjects for 3 HL (Higher Level) course selections

### DP Grade 11 to 12

#### Continuation as a DP Course Student

- Minimum 3 out of 7 in any courses taken at the DP level
- Projected to fulfill all New Brunswick Graduation Requirements

#### Continuation in the Full Diploma Programme

- A minimum of 24 total points in their 6 DP courses
- At least 12 total points in their HL subjects, 9 in SL subjects
- "On track" to successfully meet CAS (Creativity, Activity, Service), EE (Extended Essay), and TOK (Theory of Knowledge) requirements.
- Projected to fulfill all New Brunswick Graduation Requirements



Students failing to meet these requirements must consult with the Guidance Counsellor, DP Coordinator, and Administration, as necessary, to assess their eligibility for continued enrollment in the Diploma Programme. At this time, if sufficient evidence for improvement is not presented, students may be required to transfer to the course-only programme.

### **POLICY REVIEW PROCESS**

This policy is subject to a biennial review by the school's pedagogical leadership team. Any suggested amendments—be they based on new research, source documents, or avenues for enhancing policy efficacy—will be disseminated to the school community for collective feedback (including teachers, parents, students where applicable, and the director/board) prior to implementation.

*Note: The latest review of this policy was carried out in September 2023.*