



IB CONTINUUM ADMISSIONS POLICY AND PROCEDURES

Sias International School

Reviewed February 2023



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- Reviewed by Sias IS Staff, Students, and Parents April 2023

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Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more respectful 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.

Sias IS Mission

At Sias International School (Sias IS), East meets West to educate and inspire students to be well-balanced with a strong mind, body, and spirit, prepared for academic excellence and innovative leadership in an ever-advancing, interconnected, and technological world.

Sias Values and Beliefs

Sias IS Students are...

Skilled Communicators who:

- listen, read, write, and speak effectively in more than one language
- find their voice and help others find their voice as they initiate reflective and meaningful conversations
- seek first to understand, then to be understood as they collaborate with team members
- synergize others and realize they win when others win

Innovators who:

- approach their learning creatively, critically, reflectively and with the courage to take risks
- combine science, technology, engineering, mathematics, arts, and sports to gain future-oriented skills
- use design thinking and next-generation technology to solve problems
- apply an entrepreneurial attitude to promote novel solutions

Achievers who:

- perform academically to the best of their ability as they develop their mind, body, and spirit
- use a balance of traditional and innovative approaches in their learning
- are proactive and persistent when they encounter obstacles
- reflect on and repair their deficiencies in mind, body, and spirit



Successful Global Citizens who:

- understand and respect the cultures and achievements of East and West
- use the wisdom of the past to create a shared vision for the future
- interact appropriately with others of diverse cultures
- act responsibly for a sustainable and harmonious world

Admissions and the Learner Profile

Balanced: We consider all applicants, as well as their academic and socio-emotional needs, to ensure we have the proper resources to best support their growth.

Caring: We treat all applicants with kindness and consideration, provide clear and timely communication and feedback, as well as safe and appropriate entrance testing environments.

Open-minded: We will consider all international applicants equally, regardless of race, gender, color, religious persuasion, or special needs.

Principled: We admit students who we believe will be able to succeed academically and emotionally at our school. We will make decisions that are in the best interest of our students and the applicant.

Our Admissions Philosophy

At Sias International School, we seek ways to admit students to our school rather than reasons to prohibit entry. Our admission policy aims to give all applicants, parents, and guardians a clear orientation and understanding of what we expect from our students. As an IB World School, our curriculum isn't only engaging and challenging and encourages critical thinking, intercultural understanding, and respect. Exploring ways to meet student's needs and providing vital support is one of our top priorities as we consider students for admission. We welcome hardworking, internationally-minded, lifelong learners.

Admissions Rights, Roles, and Responsibilities

The learning community at Sias IS shares roles and varying degrees of responsibility.

School Leadership

- Communicates with families promptly and provides opportunities for dialogue.
- Communicates and provides all guidelines and information about admission processes and procedures.
- Listens to the voices of all learners, their parents, caregivers, support staff, and non-teaching staff.
- Receives complete and accurate information from families about the student.
- Ensures access to IB education to the broadest possible range of students.



The Teacher

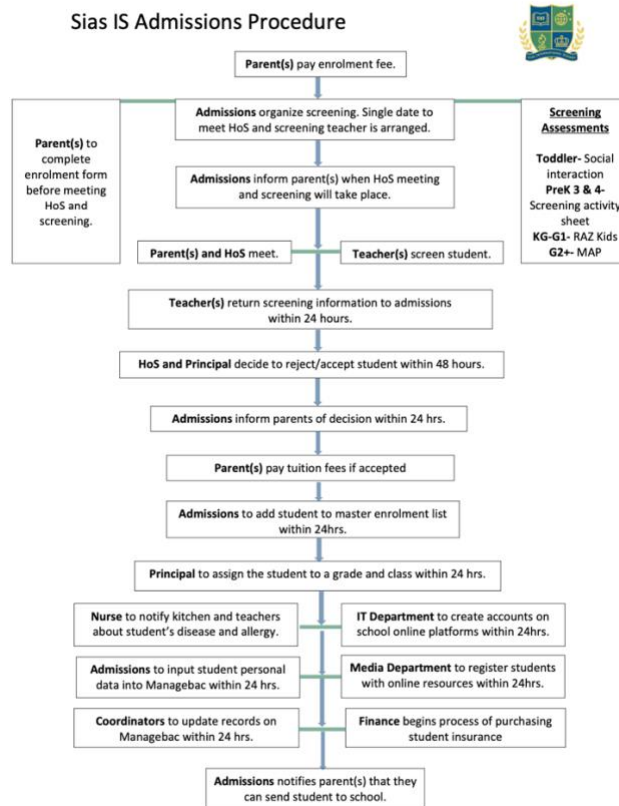
Welcome and include all students in their class community.

The Student

- Receiving a quality education, as education for *all*, is a human right.
- Is treated with dignity and respect in the admission process.
- Is included in the admissions process.
- Has continuity in their learning.

The Family

- Receive timely responses.
- Receive all the guidelines and necessary information.
- Are treated with dignity and respect during the admissions process.
- Equip the school with all required information to enable timely responses and adequate preparation to ensure continuity of learning and inclusion.





Connections to the other IB Policies

Admissions and Language

The Sias IS document, “Language Pathways,” explains the academic language expectations for all students studying at Sias IS.

Students entering the school in Grades 2-9 need to have proficiency in English to engage with the curriculum. A student’s level of language proficiency will be assessed as part of the admissions process for students in Grades 2-9. If the language assessment reflects levels lower than grade-level proficiency, the student will be required to receive specialized language instruction and extra English tutoring in ASA (After-School Activities). Parents need to be aware that this may be at their expense.

Once admitted, students will be asked to complete a whole Language Profile questionnaire for all languages offered at Sias IS. This will contribute to the decision on language group placement. The Academic Leadership Team and language teachers will place newly admitted students into the appropriate language group within two weeks of enrollment.

Admissions and Academic Integrity

If students cannot come to school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents provide the contact details for the representative. In cases where we cannot have a school contact, parents provide contact to representatives in business and organizations who invigilate the test.

Admissions and Inclusion

We aim to balance academic abilities, identities, and heritage levels to ensure diversity among our students.

We expect families to share information that helps us determine the services to offer students regarding inclusive access arrangements and reasonable adjustments. We expect our applicants to take admission tests and for parents to meet with the Head of School or a school representative at school or remotely.

Cycle of Review

There is a commitment from the whole school community to invest in continuous review and training to ensure systems used are accurate, manageable, and fit for purpose. This will ensure that the system is transparent and effective in practice. Following a full review by teachers, students, parents, the Instructional Leadership Team, the Academic Leadership Team, and the Board of Directors. This policy was published in April 2023 and applies until June 2025.

Sias IS Academic Integrity Policy Committee

- Remi Fan, EYP Teacher Assistant
- Kenneth Lim, EYP Homeroom Teacher
- Matthew Inwood, EYP/PYP PSPE Teacher
- Nicole Dorn, PYP Homeroom Teacher



- Nina Liao, PYP Homeroom Teacher
- Kairavi Oza, PYP Homeroom Teacher
- Lily Wen, PYP Teacher Assistant
- Ethel Nicole, MYP Language Acquisition Teacher
- Nicholas Bond, Student Support Specialist
- Arif Minhal, MYP Coordinator
- Jules Sali, PYP Coordinator
- Addie Christian, Principal



Appendix

Sias International School Home Language Survey EY-12

Student's Name: _____

Grade: _____

1. What is the first language this child learned to speak? _____
2. What language does this child speak most often at home? _____
3. What is the language that is most often spoken to this child at home? _____
4. What language (s) does your child speak with you as a parent/guardian? _____
5. What language (s) does your child speak with his/her sibling(s)? _____
6. In what city and country was your child born? _____
7. If you child attended another school outside of China,
 - a. Where did he/she attend? _____
 - b. What year did he/she start? _____
 - c. Were there any interruptions in the child's education? Yes No
If YES, please describe:

8. As a parent/guardian how often do you read and write in English? Please check one:
100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

9. As a parent/guardian how often do you speak in English? Please check one:
100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

10. At home, how often does your child listen/hear (audiobooks, TV, etc.) English? Please check one:
100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

Parent Signature: _____

Date: _____



家庭语言调查 幼儿园-12年级

学生姓名: _____ 年级: _____

1. 孩子的母语是什么语言? _____
2. 孩子经常用哪种语言与家人沟通交流? _____
3. 家人最常用哪种语言与孩子沟通交流? _____
4. 您作为父母/监护人, 您的孩子经常用哪种语言与您交流? _____
5. 您的孩子使用哪种语言与他/她的兄弟姐妹交流? _____
6. 您的孩子出生在哪个国家和城市? _____
7. 您的孩子是否有在中国境外其他国家就读经历,
 - a. 您的孩子在哪里上学? _____
 - b. 您的孩子是从哪一年开始上学的? _____
 - c. 您的孩子学业教育有中断吗? 有 没有

如果有中断, 请详述:

8. 作为家长/监护人, 您日常进行英文阅读和英文写作的频率有多少? 请勾选一项:

100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

9. 作为家长/监护人, 您日常交流使用英语的频率有多少? 请勾选一项:

100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

10. 您的孩子在家听英语磨耳朵(有声读物、电视等)的频率是多少? 请勾选一项:

100%: _____ 75%: _____ 50%: _____ 25%: _____ 0%: _____

家长签字: _____

日期: _____

Location 地址

4th Longteng Street and Chaoyang Road, Zhengdong New District,
Zhengzhou City, Henan Province, China
中国河南省郑州市郑东新区朝阳路与龙腾四街

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IB Standards and Practices for Admissions

Our school Admission Policy is in alignment with the requirements for policy development as described in the New Programme Standards and Practices (2020)

Culture 1: The school secures access to an IB education for the broadest possible range of students (0301-01)

Culture 1.1: The school implements and reviews an access and admissions policy that clearly describes the conditions for participation on the school's programme(s). (0301-01-0100)

Culture 1.2: The school provides relevant support materials, resources, and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200)

Culture 1.3: The school provides opportunities to access the programme(s) for the broadest possible range of students. (0301-01-0300)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect the IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

