



Zhangjiagang Liang Feng International School
张家港市梁丰双语实验学校



ADMISSIONS PROCEDURES

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The logo of Zhangjiagang Liangfeng International School is a large, faint watermark in the background. It is circular and contains the school's name in English: "ZHANGJIAGANG LIANGFENG INTERNATIONAL SCHOOL" around the top and "梁 2017 丰" at the bottom. In the center of the logo is a stylized red emblem featuring a crown-like top and a base that resembles a traditional Chinese architectural element or a stylized figure.

The Zhangjiagang Liangfeng International School Mission Statement

At Zhangjiagang Liangfeng International School, we build confident individuals who are given equal opportunities to discover their strength and interests, regardless of gender, character or skill, with the aim to shape internationally-minded lifelong learners able to

- view the world around them with empathy
- respect differences
- actively contribute to the global society

through inquiry-based acquisition and culture engagement, and collaboration between stakeholders.

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I. Introduction

1.1 Philosophy Statement

LFIS takes seriously its mission to prepare all students to become responsible citizens in an ever-changing global society, and does not select on the basis of ability. Every child has their own excellence they aspire to; nevertheless, LFIS believes it has a responsibility to admit only those students capable of accessing curriculum, and are especially mindful that much of the curriculum is taught in English.

1.2 Terms

- IBDP – International Baccalaureate Diploma Program
- LFIS – Zhangjiagang Liang Feng International School
- Applicant – student, internal or external applying to any of the programs offered by LFIS in Grades 10 to 12.
- Memorandum of Understanding – an agreement between the school and parents which sets out specific terms of acceptance to a LFIS program and includes specific targets to maintain status in that program

1.3 The Demands of the Full Diploma Program

A very large majority of LFIS students are Chinese nationals, some others are Korean; a very few are native English Speakers or have lived in a native English-speaking environment.

The full IBDP requires students to study six subjects over two years – three at Higher Level, three at Standard level. In addition, student must complete IBDP core - Theory of Knowledge, Extended Essay and Creativity, Activity and Service (CAS).

At LFIS, students can study their native language as one of the six choices, and English as a second language as another choice. The Extended Essay and Theory of Knowledge can be in English or Chinese. Thus, the vast majority of LFIS students will study at least two of their Higher Levels and all three Standard Levels in English, which, to them, is a foreign language.

Each IBDP subject is an academically rigorous pre-university course equal in standard to US Advanced Placement or UK 'A' Level. The combined courses and the core make up what is widely recognized as the most demanding pre-university course in the world.

II. Admission Requirements

2.1 General Entrance Requirements

Applicants must be a legal resident in China.

Applicants must be of the correct age as at September 1st for the grade level applied to. If the applicant has successfully completed the grade level immediately preceding, the school will consider an applicant who is one year younger than the required age. If an applicant has re-taken grade levels with successful completion, the school will consider an applicant who is up to two years older than the required age.

Where spaces are limited, preference for acceptance into LFIS programs in Grades 10 and above is given to the school's existing students; then to children of LFIS staff, then to siblings of current students, then to siblings of former students.

2.2 Eligibility

English is the major language of instruction in all grades, and the ability to successfully access the curriculum within a reasonable time and to thrive in our English-language learning environment are the guiding principles for admission to the school. Students who are non-native speakers of English will receive support in language development from LFIS teachers. The school offers a separate ESL track within its academic program.

2.2.1 *Kindergarten and Elementary School* – Children may be admitted to grades K – 5 regardless of their proficiency in the English language. Our English language curriculum sufficiently provides a conducive environment for the development of English language skills.

2.2.2 *Middle School* – students entering grades 6 – 9 must generally have sufficient competency in English in order to benefit from our academic programmes.

2.2.3 *High School* – Applicants must have a fairly high level of competency in English as our programme in grades 10 – 12 is geared toward students planning to go on to colleges or universities in countries where English is the main medium of instruction.

Applicants are required to have successfully completed their Middle School Education; evidence of this may include Senior High School Entrance Examination (*Zhong Kao*), MYP Certificate or an academic equivalent from any other local or international programs.

Applicants into the full Diploma Program will only be accepted if they are transferring from a fully compatible Diploma Program in another school.

Applicants will only be considered for the IB Certificate Programme if their application is received before September 15th of their 2nd year in the Diploma Program.

2.2.4 Access and inclusion – We uphold the principles of a balanced education rooted in the firm belief of inclusion. Academic excellence is reflected in our philosophy of supporting and celebrating the diversity of learning needs within the school community. We endeavor to accommodate students with diverse learning needs to achieve their highest potential while celebrating their unique learning strengths and needs. Admission decisions are made by the Head of School based on the recommendation of the academic staff. If we determine that we are unable to accommodate a candidate’s special needs, we will endeavor to direct parents to more suitable options.

Any special educational, social, emotional, physical or behavioral issues and needs must be fully disclosed and described in details in the application for admission.

2.3 Specific Requirements for Internal Applicants to High School Programmes

2.3.1 Standard admission

Internal applications to the full Diploma Programme are made on successful completion of the Grade 10 Pre-Diploma course.

For the full Diploma Programme, internal applications must have attained:

- English: At least Level 4 or an IELTS band score of 5
- Chinese A or Korean A (native language): At least Level 5
- Subjects: Level 5 or above for Higher Level courses; Level 4 or above for Standard Level courses.

- Internal applicants whose average score at the end of Grade 10 is less than 5 will be considered for the full Diploma Program.
- In the case of exceptions, the Diploma Coordinator will meet with the applicant's current subject teachers to discuss his/her ability to successfully complete the programme. The meeting will be recorded and the minutes will be made available to the applicant and his/her family. The Diploma Coordinator will then advise the Principal, who shall have the final decision.

2.3.2 Admission of Internal Applicants after Review

Internal applicants whose average score at the end of Grade 10 is less than 5 will be considered for the IB Certificate Programme. Internal applicants whose average score at the end of Grade 10 is more than 5 but fail to meet other criteria may still be considered for the Diploma Programme.

In the case of exceptions, the Diploma Coordinator will meet with the applicant's current subject teachers to discuss his/her ability to successfully complete the programme. The meeting will be recorded and the minutes available to the applicant and his/her family. The Diploma coordinator will then advise the principal, who shall have the final decision.

2.4 Specific Requirements for External Applicants

2.4.1 Standard Admission

Applicants for LFIS Diploma Programme from other non-compatible programs must first apply to the Grade 10 Pre-Diploma Programme.

External applicants must meet all the conditions laid out in Section 2.1, and additionally must pass the school's placement test in English and Mathematics.

2.4.2 Admission of External Applicants After Review

External applicants may apply for direct entrance into the full Diploma Programme if they have successfully completed Grade 10 (or equivalent) and at least two years at a school where English was the language of instruction, as well as fulfilled all other LFIS entrance requirements. Nevertheless, the school may advise such applicants to first enroll in the Pre-Diploma

Programme if it believes that they are not yet of sufficient academic standard, and all such applicants will receive a memorandum of understanding (see below).

Students who fail one of the placement tests within 5% of the passing grades but pass the other one at 5% or higher than the passing grade may be accepted into the pre-Diploma Programme.

In the case of exceptions, the Diploma Coordinator will meet with applicant's potential subject teachers to discuss his/her ability to successfully complete the programme, looking at evidence from the test and previous school transcripts. The meeting will be recorded and the minutes available to the applicant and his/her family. The Diploma Coordinator will then advise the Principal, who shall have the final decision.

III. Memorandums of Understanding and ongoing review

Applicants who are admitted to the full Diploma after review shall sign a Memorandum of Understanding (MOU) with the school. This MOU shall be signed by the Principal, Diploma Coordinator, applicant and applicant's parents. Each signatory shall have a copy and copies shall be given to each of the applicant's teachers.

The MOU contains specific targets which shall be formally reviewed in a formal meeting between the Principal, Diploma Coordinator, student and student's parent each quarter.

If a student fails to meet the targets at the quarterly review, they shall be given a specific but limited time to meet the targets. The Diploma Coordinator will inform the teachers of this probation period and its terms. Refer to the Behaviour Policy for further details.

IV. Transferring from Full Diploma to the IB Certificate Programme

4.1 General Conditions

The school may allow students to transfer from the full Diploma Programme to the IB Certificate Programme in one of the following circumstances:

- Scoring a 1 in any subject in a reporting period

- Scoring a failing grade (2 at Standard Level, 3 at Higher Level) in two or more subjects in a reporting period
- Scoring a failing grade (2 at Standard Level, 3 at Higher Level) in any subject in consecutive reporting periods
- Scoring below the minimum total points (not including the core) in any reporting period
- Failure to meet two or more internal deadlines for Internal Assessment, Theory of Knowledge and/or Extended Essay
- Difficulty in coping with the challenges of the full diploma program after evaluation by subject teachers.

4.2 Review

If the student meets any of the criteria in 4.1, the Diploma Coordinator must call a review meeting which includes all the student's subject teachers, form teacher, and the college counsellor. The meeting must be recorded and the minutes available to the student and student's parents.

The review meeting must consider:

- The academic criteria that caused the review and whether, with support, the student is able to get back to standard in those subject areas
- The student's general organizational ability: If he/she is failing to meet deadlines or complete assignments and the support needed to ensure this
- The student's progress in each subject including Theory of Knowledge as well as the other core components, Extended Essay and CAS
- The student's general emotional state (the meeting may consider evidence from the student and the student's parents)

All reviewed students must receive an improvement plan within five working days of this meeting, with specific targets for improvement before the end of the next reporting period. The review may also recommend that the student take the Certificate instead of the full Diploma.

The Diploma Coordinator will present all review recommendations to the Principal for approval. If the review suggests a student is no longer taking the full Diploma Programme, the Diploma Coordinator, Principal and College Counsellor shall meet to ensure that it allows the widest possible choice for post-secondary education and is in line with the mission of the school and the values of the IB Programme.

The Diploma Coordinator will meet with the student and parents as soon as possible after the improvement plan has been completed. The purpose of this meeting is to ensure that the student and parents understand the improvement plan and have the opportunity to make relevant amendments. When the plan is mutually agreed by all parties, it shall be signed by the Principal, Diploma Coordinator, parent and student.

If the parent does not accept the improvement plan which may include a recommendation to transfer out of the full Diploma Programme, he/she, the Principal and the Diploma Coordinator shall sign a Memorandum of Understanding that clearly states the school's advice, that they understood it, that they understood the possible consequences of not following it, but have nevertheless rejected it.

V. Eligibility for Graduation

Students are required to complete the course with at least 5 subjects, obtaining at least a grade 4 for three of them and at least a grade 3 for the remaining two in order to qualify for the Certificate of Completion.

Failure to achieve the above will only qualify them for a Certificate of Attendance.

VI. Inclusive Access Arrangements

There is limited access to specialized support services in Zhangjiagang and the surrounding area, and the school itself has limited resources for inclusive access arrangements. LFIS may not be able to meet the needs of students who require support for the academic and specifically linguistic demands of either the full IBDP or modified programme.

If a student is diagnosed as requiring inclusive access arrangements after their admission and this information does not appear on the application form, then a meeting will be arranged between the school and parents. If any known additional educational learning needs are not included on the application, then LFIS reserves the right to withdraw the acceptance, even after the child has started their course of study.

Any failure to fully disclose serious behavioral issues from a previous school may jeopardize a student's place at the school even after admittance has been granted.

If any items are marked in the Inclusive Access Arrangement section of the Application form on interview with parent/s, Diploma Coordinator and Principal may need to take place prior to enrollment.

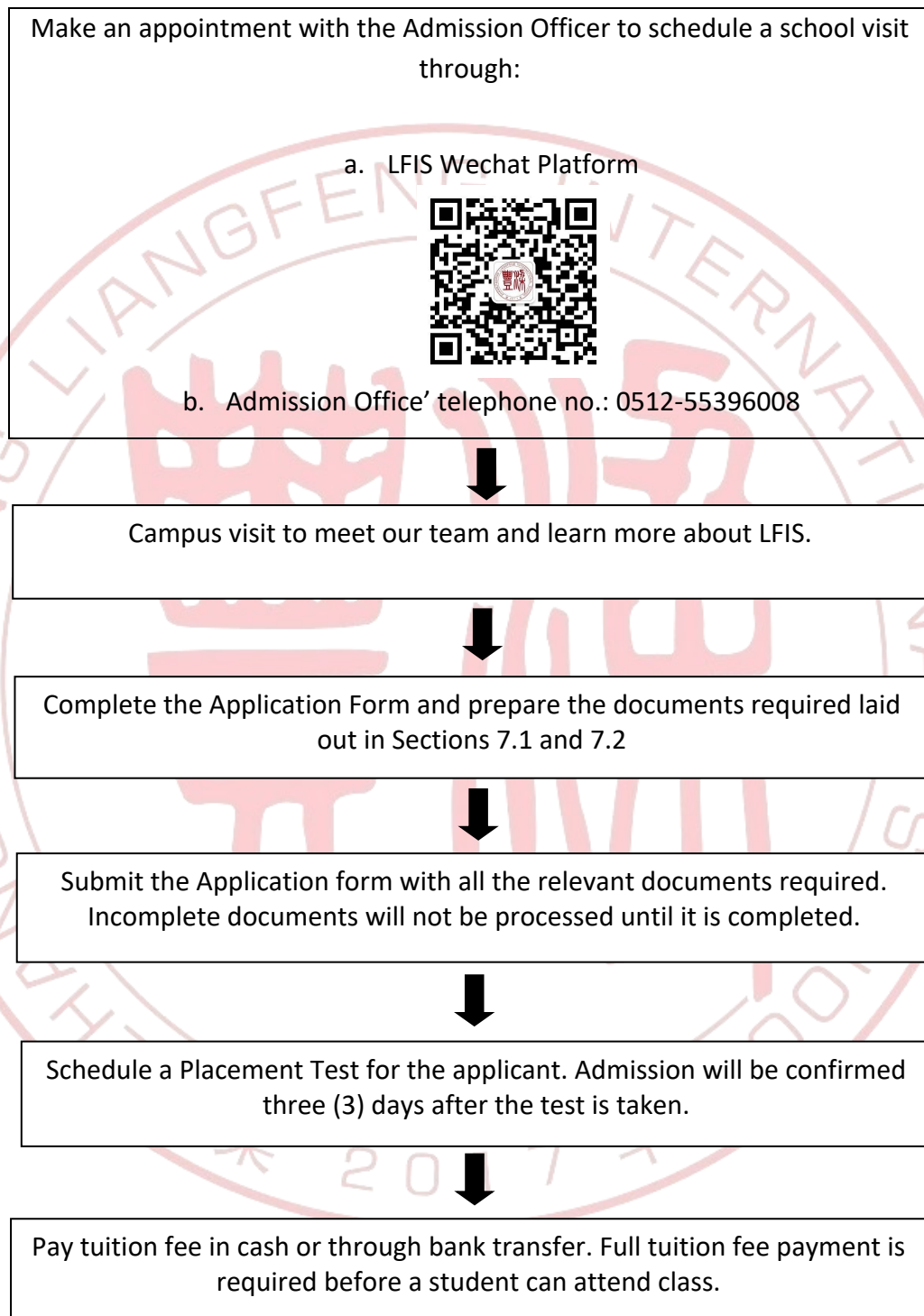
Where the school has good reason to believe that an applicant may have additional needs it may require additional assessments to better inform programming and support. Such assessments could include, but are not limited to, vision, hearing, speech and language, motor planning, and educational psychology. Proceeding with the assessments would be the responsibility of the family. Where possible, the school will assist the family to source local specialists.

Students who require an individual learning or support plan will require an educational psychology assessment prior to entry to Grade 10 and above.

In cases where the school team decides the student requires individual, fulltime support to engage meaningfully and safely in the curriculum, parents will be responsible for the financial provision of a teacher assistant. The school will work with the family to identify a suitable teacher assistant.

Please refer to the LFIS Access and Inclusion Policy.

VII. Admission Procedure



VIII. Documents to be Submitted at the Time of Admission

8.1 Students from within China or within Zhangjiagang city:

- Current school transcripts (original)
- ID Card of student, parents/guardian (photocopy)
- 35mm x 35mm passport size photo of the student
- School leaving certificate (original)
- Book of registered permanent residence (photocopy)

8.2 International Students:

- Passport of the student and parents (photocopy). Original to be brought for verification. Valid visa documents of the student and parents (photocopy)
- Introduction letter from the company (original), if applicable
- 35mm x 35mm passport size photo of the student
- Health card (photocopy)
- Current school transcripts (original)
- Documents in languages other than English need to be counter-signed/attested by an authority of the Diplomatic Mission in the country

IX. Fee Policy

9.1 Tuition Fee

The tuition fee covers all the major costs in running a high quality educational programme but does not include textbooks and any additional materials that may be required for certain subjects or courses. Students are required to purchase their own textbooks. The tuition fee varies according to grade level as shown in the tuition fee chart.

School fees may be paid in full, or by semester, prior to the commencement of classes. Parents are to note that the fee charged is for the entire two-year Diploma Program.

All school fees are quoted in RMB but may be paid in USD. When paying in USD, the school applies a fixed exchange rate which is shown on the invoice. All fees are rounded to the nearest USD amount. Bank charges are borne by the payer and the school reserves the right to adjust the exchange rate.

9.2 Fee Payment Schedules

Tuition fees must be paid by the commencement date of every semester.

9.3 Payment Method

All payments are to be made to Zhangjiagang Liang Feng International School. We accept payment by cash or wire transfer to our school account. The payer will bear all bank charges.

In RMB

Payee: Zhangjiagang Liang Feng International School

Account number: 533960856550

Bank name: Bank of China

(Please email or fax bank remittance form to our finance department)

In Cash

RMB can be paid directly to the school finance office.

9.4 Responsibility of Payment of Fees

Parents or guardian is wholly responsible for payment of tuition and other fees by the commencement date of the semester, even in cases where payment may be subsidized by a third party such as the parent's employer.

Parents are responsible for all external examination fees. External examination fees will include the IB Diploma and IELTS among others.

9.5 Refund Policy

Once the student is accepted by LFIS, refunds both for transportation and tuition fees are given as follows:

1. For attendance of ten (10) or less school days in a semester, the school will refund 25% of fees paid for that semester.
2. For attendance of more than ten (10) school days but not more than twenty-five (25) days in a semester, the school will refund 50% of fees paid for that semester.
3. For attendance of more than twenty-five (25) days in a semester, the school fee will not be refunded.
4. For those who have paid a full year's tuition fees and leave before the commencement of the 2nd semester, 1st semester's tuition fee will be refunded as per 1-3 and 2nd semester's tuition fee will be refunded in full. For those who leave after the commencement of 2nd semester, tuition fee will be refunded per 1-3.
5. Fees will not be refunded if a student is absent and intends to return to LFIS, within the same academic year.

X. Force Majeure Closing of the School

Please note that the school will be unable to refund the fees in the case of school closure for causes over which the school has no reasonable control.