

# **GSIS Admissions Policy**

(Revised Fall 2015)

## **Part I: General Admissions**

All students must qualify to enroll in a foreign school as delineated by Korean law and the policies of the Korean Ministry of Education. The following is the prioritized ranking set by GSIS:

1. GSIS staff children
2. Applicants who have siblings already attending GSIS or GSIS graduates
3. Ethnically non-Korean students who do not speak Korean
4. Ethnically Korean students who do not speak Korean
5. Ethnically non-Korean students who speak Korean fluently
6. Ethnically Korean students who speak Korean fluently

Exceptions to admissions policy/procedure or reversal of any admissions denial on appeal by the parents/guardians may be made only by the head of school's office in consultation with the division principal and/or the admissions team. The Foreign school education law of 2009 will be applied to all applicants to determine legal eligibility prior to using the above admission priorities guidelines. The admissions team members are guided by the GSIS Admissions Process document outlining everyone's responsibilities and processing steps. Please note that this process is not for general publication but to be used as an internal document only.

The Admissions Team Members:

1. Guidance Counselor
2. ESL Coordinator
3. Special Needs Coordinator
4. School Nurse
5. Residence Director
6. Admissions Administrator
7. Division Principals
8. Program Coordinators

## **Part II: Elementary Admissions**

The admissions process is handled by the school's admissions team. The application is reviewed initially by the admissions officer to ensure the applicant meets all preliminary admission requirements (governmental restrictions and school policy). All students for whom English is not the mother tongue will be administered a series of English tests. Applicants for Grades Pre-K-2 may be admitted after meeting with the classroom teacher and completing a New Student Interview. Applicants for Grades 3-5 may be admitted upon presentation of evidence that they are prepared to take up the work in the grade for which they are applying.

The admissions team reviews the application as per the process guidelines. The admissions officer then notifies the parents/guardians of the applicant's status. If necessary, a student will be placed in the ESL program until an appropriate level of English proficiency is achieved.

The student's parents/guardians are officially notified of the admissions decision (admitted or denied admission) and given further instructions as necessary. If the applicant is not accepted, the family may appeal the decision to the head of school. Once the family of a student is notified of the admission of the child, the family is expected to deposit the next semester's balance of tuition and fees due within one week, or contact the finance office to make other arrangements.

The following are GSIS guidelines to help determine the readiness of a child to enter into a structured learning environment. The guidelines are intended to be used in a holistic manner rather than independently. Their purpose is to give an idea of the general age requirements as of the start of the school year:

Pre-kindergarten	4
Kindergarten	5
Grade One	6

The Pre-K classroom space limits enrollment to 16. Exceptions require clearance by the principal and head of school. The principal and head of school reserve the right to not completely fill the classroom student spaces in order to save seats for possible high-priority students arriving later in the school year.

### **Part III: Secondary Admissions**

The school's admissions team handles the admission process. The admission officer initially reviews the candidate's application to ascertain whether or not the applicant meets all preliminary admission requirements (governmental restrictions and school). Once a student has been considered and meets all preliminary admission requirements, the admission office schedules the applicant for a day of entrance exams to assure proper placement upon admission. The tests are useful in determining the level of English at which a student is performing and whether or not he/she will need ESL or Special Needs services. The mathematics placement is also determined as a result of these entrance exams. On the exam day, if applying as a boarding student, they and their parents will also meet with the residence director for a formal interview and tour of the facilities.

Following the entrance exams, upon which the ESL and mathematics departments base

any recommendations for placement, individual members of the admissions team examine the application packet to determine the status of the applicant. It is the occasion that some families make a request for their child to be advanced to a grade level beyond their present school year. This will not be allowed in cases where students have only completed one semester of that present grade and is the appropriate age for that cohort of students. In the event that students come from school systems where they have completed two semesters in a grade level, and our school year does not align with that matriculation, the student will be promoted to the next grade level, unless parents request that the student repeat that grade level. Once the determination of placement has been completed, the admissions officer officially notifies the parents/guardians of the applicant's status (admitted or denied admission) and is given further instructions as to ensuing steps to be taken. If the applicant is not accepted, the family may appeal the decision to the head of school. Once the family of a student is notified of the admission of the child, the family is expected to deposit the next semester's balance of tuition and fees due within one week, or contact the finance office to make other arrangements.

## **Part III: Secondary Diploma Program Considerations**

### **1. Transition from GSIS grade 10 to grade 11:**

GSIS strives to challenge its students in the courses that they take in order to prepare them for both post-secondary education and for life. A thorough, year-long process occurs with students in grade 10 in order to complete the most effective DP student plan. In advising students on course selection, it is necessary for teachers to make recommendations to our students in order to determine what would be best for them. Recommendations are updated quarterly.

When teachers make recommendations for courses within the IB Diploma Program the following will be taken into consideration:

1. student's progress throughout the year;
2. all summative assessments;
3. a final summative assessment, i.e. final examination, or piece of writing on demand, which will occur at the end of the school year and will be announced to the students and their parents prior to its administration;
4. the student's attitude towards the subject;
5. the need for a student to take a course as a prerequisite for post-secondary education, noting that the research required for this should come from the student
6. the student's success in the MYP Personal Project

In addition, the counseling department and IB Diploma Coordinator will advise students on course selections for students involved with IB DP Courses, either as a Diploma

Candidate or a Certificate Candidate.

In the case where a student's desire to take a course that differs from a recommendation from a teacher, a letter will be issued by the Principal and IB Coordinator to note that the student's decision may lead to future academic difficulty. In the end, the student may still take the course they desire, but parents will sign the letter in recognition of the concerns held by the school and that future schedule changes will not be permitted.

## **2. Admission considerations for new grade 11 or grade 12 students**

It can be challenging to enroll students into the DP when the student's academic history is unknown. The admissions process for new students into the DP include language placement tests, mathematics placement tests, and the consideration of the student's previous academic record. Newly admitted students meet with the college counselor and DP Coordinator to review the student's profile and create most effective DP student plan - whether the plan is a course candidate or DP candidate.

New students entering grade 12 are permitted to attempt the DP if they were enrolled in a previous DP school and the schedule (or online courses) allow for the student to continue their first year courses. New grade 12 students are likely to be certificate candidates due to the challenging nature of fitting their previous first year courses with GSIS year two courses.