

Lancers International School

Admission Policy 2020



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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

The LIS mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

LIS Objectives

1. To develop healthy, sensible, well rounded, and complete human beings through academic, aesthetic, and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop, through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect, among children and adults, is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents, and children evolve together to create a new social awakening.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organisations 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.

IB Learner Profile

Inquirer - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We commit to service, and we act to make a positive difference in the lives of others and the world around us.

Risk-Takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Our Belief

Lancers International School secures access to education for all students. The school provides relevant resource materials and structures to promote access to the school's programme for as many students as possible.

As a school that offers inclusive learning, the school undertakes ongoing processes that aims to increase access and engagement in learning for all students. This is successfully achieved through effective and open communication, collaboration, mutual respect and support from all members of the school community.

In the PYP, all students are provided admission to Lancers International School, regardless of learner variability, cultural and economic backgrounds.

In the MYP, the school monitors and evaluates its efforts to provide students with equal opportunities to undertake the MYP.

Full DP is offered at the school and it ensures that some of its students, if not all, attempt the full diploma, then monitors and evaluates its efforts to provide students with equal opportunities to undertake the full diploma.

Lancers International School implements and reviews strategies to encourage students to pursue the full IB diploma.

Admission to Lancers International School

Lancers International School (LIS) is an inclusive and diverse learning community. As a community we believe in the celebration of diversity and personalising learning as we progress in holistic development. This goes far beyond tolerance to recognition of the enormous educational opportunity presented by full diversity.

The main principle governing the school's admissions policy is whether or not each child would flourish within the curricular programmes it offers.

Ten Reasons to join LIS

- **Academic Excellence** – We ensure that our students benefit from the latest knowledge and learning tools on the path to gaining a strong foundation for college and the rest of their lives.
- **World Leading Teachers** – Our teachers are humble, kind and more like mentors, who know when to challenge their students and when to step back.
- **Outstanding Pastoral Care** – We provide a healthy and conducive atmosphere which supports our students and enables their development of character and well-being.
- **Top University Admission** – We prepare our students to go to some of the best universities in the world.
- **Diverse Student Body** – With students from over 45 different nationalities, we strive to create a safe environment without judgment, where students appreciate all others as contributing members of the global community.
- **Innovative Teaching Methods** – Lancers is a unique, forward-thinking school, which uses inquiry-based teaching methodologies, such as Howard Gardner's Multiple Intelligences and the Harkness method.
- **World-Class Facilities** – Spread over 5.4 acres in the centre of Gurgaon, our school campus offers excellent facilities with the latest classroom technology and IT infrastructure.
- **Personalised Learning** – Our faculty members personalise their teaching to each child's learning style. They apply best practices to create classroom conditions that help increase attentiveness and information retention.
- **Small Class Sizes** – Not only do students learn more in small classes, they also learn faster.
- **Wide Range of Sports** – With a choice of over 25 sports, world-class facilities and coaches, and a chance to regularly compete in inter-school matches, students are kept healthy and active throughout their stay at Lancers.

Link to school website: <http://lis.ac.in/10-reasons-to-join-lis/>

Admission Process

Students of all ages can apply to Lancers International School at any time of the year. The admission process helps us to ensure we have the right match between what you are looking for in a school and what we hope for in a student.

Families can begin the application process by completing the registration form. Our process of admission is through an informal interview between the student, the family and members of our Admissions Team during which the availability of a place will be discussed. Prior school reports, and any supporting documentation should be brought to the admissions interview. Students will be required to demonstrate their English language competency before a place is confirmed.

School Tour

LIS recommends, where possible, that the student and parents spend a little time on a school tour prior to the decision of acceptance and the Admissions Office will make these arrangements.

Applications

Applications can be made up to 1 year before entry. For applicants for the next academic year, availability of places may be subject to the outcome of the school's pre-registration process, which is completed at the beginning of the third term.

Additional Support for Learning

For children with special educational needs, disabilities we advise parents/guardians to discuss their child's requirements with the Admissions Team at the first opportunity so that we can reflect on the school's capacity to support the child, so ensuring the child is able to thrive at the school. During the admissions process we will discuss thoroughly with parents/guardians any adjustments that can be reasonably made for the child if they are to join the school.

More information on additional support for learning at the school is indicated in the school's Inclusion Policy. The latter can be found on the school website: www.lis.ac.in

Application Procedure

Stage 1

Typically, a family will meet a member of the school's Admissions Team at the school during which time the availability of places will be discussed. If a family then decides to apply for a school place, a fully completed Application for Admission form and Application Fee must be submitted along with a copy of current school reports. Application forms are available at the school website.

LIS might seek permission from the parents/guardian prior to contacting the student's current school in order to obtain a character reference. Please note that the completion of this stage does not guarantee a place at the school. If the student has any special educational needs, these will be discussed and additional reports, including a recent full educational report, will be required in order for the school to assess its capacity to support the student.

Stage 2

Once the completed 'application for admission' form, Application Fee and any supporting documentation have been received, the admissions office will complete any necessary follow-up e.g. by seeking further school reports, request a piece of authentic English writing and an admissions decision will be made as soon as possible. This may take some extra time if the admission team needs a further clarification on the previous reports or if a reference is required.

The admission status may be marked as "Provisional" in cases where a student requires Special Educational Needs Support. Such a provisional admission may be cancelled by the end of the first term, depending on the type of support needed. It should be noted that the school is only equipped with expertise and resources to handle mild/ moderate cases of special needs.

Stage 3

The final decision will then be relayed to the family through a telephone or email. If a place is offered, the family has seven working days to accept the place, which is completed by the payment of the non-refundable deposit. This 'saves' the place until the next billing period when full fees are due. The place is finally confirmed once full payment for the term ahead has been received.

Waiting List

If a place cannot be offered immediately, the student may be placed on the school's waiting list. Application forms and fees are required before a waiting list status is given. Priority of admissions will be provided to students on the waiting list.

Programme Specific Admission Process

Admission to the IB Diploma Programme

LIS is an inclusive school, wherein; endeavour is to encourage all new admissions to join the International Baccalaureate Diploma Programme. However, admission is based on each student's individual ability. The school promotes the full IB diploma and motivates students to work towards it. School suggests students to move to IB Course only when it is strongly recommended by the teachers and when it is asked by students and parents themselves.

The following regulations need to be followed while admitting a student to Year 1 and 2 of the IBDP at Lancers International School:

1. Students coming in after appearing in an IGCSE examination should have obtained at least 4 C (or 3C if the total number of subjects is 5) grades or high, and not more than 2 D grades or lower.
2. For students coming from CBSE, ICSE or equivalent National Curriculum curriculums will have to have a minimum aggregate of 60%.
3. There will be no entrance test after the declaration and presentation of the result but only an interview that a student will have to go through.
4. If the results have not been declared, an admission test in English and Mathematics will be conducted followed by an interview. If admission is granted, then this admission will be provisional subject to fulfillment of the conditions mentioned in point no. 1 and 2 above.
5. The subject in which the student has scored a D will be taken only as a SL subject.
6. For Maths HL, the eligibility is a grade A (IGCSE) or 80% (CBSE or ICSE)
7. In case of the latter, the subject chosen should at least have a grade point of 3.
8. LIS encourages students to opt for their mother tongue as far as possible in group 1 as an A1 SL Self Taught.
9. School promotes the host country language and the local Indian students (Native speakers of Hindi) are encouraged to study Hindi as their Language A subject.
10. In terms of the Language B choice, we encourage students to increase the level of difficulty (to Language B SL or HL) rather than choosing the Language Ab Initio despite having studied the language for a certain number of years.

LIS will support all students who opt for the self-taught mother tongue in Group A1. The school foresees that Korean, Japanese or Chinese may be an option in this category according to the constitution of the current student body population.

On first approaching the school for admission to grade 11, prospective students and their parents meet with the Admission Manager to carry out a preliminary discussion of administrative matters. On successful completion of the same they are then directed to the office of the Secondary School Principal/Diploma Programme Coordinator. This is where students and parents are given a program orientation and advised/ guided on curriculum and subject selection. A student's further education plans as well as career choices are kept in mind while advising on subjects.

Subject choice guidelines for Diploma Programme

Subject selection will depend upon the student's previous performance in subjects chosen for study in the Diploma Program.

Ideally speaking, the student should have studied the subject in the previous classes but it may not always be the case, since some subjects are not offered in MYP and IG classes.

A student scoring above 60% will be allowed to opt for HL options while the students scoring lower than that will be suggested to opt for the SL options.

	IGCSE Subjects	MYP Subjects	DP Subjects
First language	First language English (Extended)	English Language and Literature	English A: language and Literature (HL/SL)
	First language English (Core)	English Language and Literature	English A: language and Literature (SL)
	Hindi	Hindi	Hindi A Literature SL
	Self-taught First Language other than English	Mother	Language A: School Supported Self Taught
Second Language	English as a Second Language (Extended)	English Language and Literature	English B HL
	English as a Second Language (Core)	English Language and Literature	English B SL
	Hindi	Hindi	Hindi B HL/SL
	German (Extended)	German	German B SL
	German (Core)	German	German Ab Initio
	French (Extended)	French	French B SL
	French (Core)	French	French Ab Initio

Individuals and Societies	Economics (Extended)	Integrated Humanities	Economics HL/ SL
	Economics (Core)	Integrated Humanities	Economics SL
	Business studies		Business and Management HL/SL
	History (Extended)	Integrated Humanities	History HL/ SL
	History (Core)	Integrated Humanities	History SL
			Psychology HL/SL
	Computer Science	Design	ITGS (Information Technology in Global Society) HL/SL
	Environmental management		ESS (Environmental Systems and Societies)
	Geography	Integrated Humanities	
Sciences	Physics (Extended)	Physics	Physics HL/ SL
	Physics (Core)	Physics	Physics SL
	Chemistry (Extended)	Chemistry	Chemistry HL/ SL
	Chemistry (Core)	Chemistry	Chemistry SL
	Biology (Extended)	Biology	Biology HL/SL
	Biology (Core)	Biology	Biology SL
	Computer Science	Design	Computer Science HL/SL
Mathematics	Mathematics	Mathematics	1. Mathematics-

	(Extended) International Mathematics	International Mathematics	Analysis and Approaches HL/SL Mathematics- Applications and Interpretations HL/SL
	Mathematics (Core)	Mathematics	Mathematics- Applications and Interpretations SL Mathematics- Applications and Interpretations SL
Arts	Art and Design	Visual Arts Performing Arts - Music, Drama	Visual Arts

Students are advised to visit [the senior school curriculum page](#) on the school website page for more information on subjects on offer and the requirements on choosing subjects to make one's own subject combination.

IB Diploma or IB Course category choice

School offers the IB Diploma qualification to all the applicants alike, upon successful completion of the MYP/ IGCSE/ CBSE grade 10 (or other equivalent qualifications) while there are some students who either do not wish to pursue the full diploma or may feel overwhelmed during the course of their studies and express the wish to change category from IB Diploma to IB Course. This decision is taken in consultation with the student, the parent, the university counselor and the DP Coordinator. It is a common practice that school would like to provide extra support and guidance, before concluding on this decision, assuming that, with the extra support, the student may still be able to achieve the IB Diploma which is definitely a proud achievement for students and families.

Admission to the IB Middle Years Programme

Entry Procedure

The following procedure is in place upon completion of admission into the school.

No.	Item	Person-In-Charge
1.	<p>Official Welcome The admissions office sends a welcome email to the family with a copy to the school office. The welcome email may include:</p> <ol style="list-style-type: none"> a. Welcome letter from the Head of School b. Reminders: School forms, uniform. 	Admission office
2	<p>School Office Welcome The school office sends a welcome email to parents incorporating the program's welcome pack which may include: Welcome letter from Department Coordinator Class/section assignment Copy of the school calendar for students</p>	School Office
3	<p>Homeroom Teacher's Welcome Homeroom Teachers will send a welcome email to the parents along with the following documents:</p> <ol style="list-style-type: none"> 1. Homeroom Teacher's profile page 2. Information about Managebac. Managebac will provide the parents with the following files: <ol style="list-style-type: none"> a. School Policies b. Parent Handbook c. Programme Handbook 3. Class curriculum document 4. Class timetable 5. Parent Orientation schedule 6. Information about extra-curricular(ABLE) clubs and applications 	Homeroom Teacher
4	<p>Parent Orientation Schedule For PYP: At the beginning of each semester, parents will be invited to attend the Grade Level Parents Information Session. The school office welcome email to parents will include an invitation to this parent information session too. For Senior School: Parents are invited for an orientation at the beginning of the academic year and then parents meet at the end of each quarter (during the PTMs). There are 4 quarters in an academic year.</p>	The school office

	However, if admission is taken in the middle of a semester, the homeroom teacher or the program coordinator invites the parent to a one-on-one orientation meeting.	
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PYP Parents Transition Protocol

Date	Item	Person/s-In-Charge
Day 0	<input type="checkbox"/> Welcome email to parents (school calendar, important contact details, uniform schedule, class essential agreements) <input type="checkbox"/> Identify personalised programme (ABLE, home and additional language, SEN, EAL, sports application, music application, dispersal)	School Office HRT
Day 1	<input type="checkbox"/> Welcome activity for the class with the new child <input type="checkbox"/> Introduce class routine (personalise programme, dispersal, almanac details) <input type="checkbox"/> Introduce Buddy <input type="checkbox"/> Lunch Interaction <input type="checkbox"/> Day 1 email update to parents with pictures <input type="checkbox"/> The student explores the classroom and find his favourite things and while interacting setting up the goals	HRT Assistant/Co-Teacher
Day 2	<input type="checkbox"/> 20-minute one-to-one interaction <input type="checkbox"/> Lunch interaction with the child <input type="checkbox"/> Parent Meeting (after school)	HRT
	<input type="checkbox"/> New Parent's Orientation	Principal
Day 3	<input type="checkbox"/> Child interview <input type="checkbox"/> Profiling, in class and at snack time observations	School Counsellor
Day 4	<input type="checkbox"/> 20-minute one-to-one interaction <input type="checkbox"/> Upload Managebad files: Menu, Calendar, Parent Handbook, Timetable	HRT
Day 5	<input type="checkbox"/> Child Interview (1st week of school) <input type="checkbox"/> 20-minute Interaction <input type="checkbox"/> Student Buddy Feedback <input type="checkbox"/> Week 1 personalised parent email update <input type="checkbox"/> A personalised goal on Managebac <input type="checkbox"/> Pastoral Care Visit	HRT Assistant/Co-Teacher Pastoral Care Mentor
Week 2	<input type="checkbox"/> 20-minute one-to-one interaction <input type="checkbox"/> Pre-assessment (literacy, numeracy, fitness) <input type="checkbox"/> Week 2 personalised parent email update	School Counsellor

Week 3	<input type="checkbox"/> 20-minute one-to-one interaction <input type="checkbox"/> Week 3 personalised parent email update	HRT
Week 4	<input type="checkbox"/> 20-minute one-to-one interaction <input type="checkbox"/> Parent Meeting, 1st Month's Progress (identifying targets)	HRT
	<input type="checkbox"/> Counsellor visit <input type="checkbox"/> Pastoral care visit	School Counsellor Pastoral Care Mentor
Week 6	<input type="checkbox"/> 20-minute one-to-one interaction <input type="checkbox"/> Week 6 personalised parent email update <input type="checkbox"/> Revisit student goal on Managebac	HRT Assistant/Co-Teacher

Fees Policy

- Registration, Admission, Development, IT are non-refundable amounts, including where a student withdraws admission or communicates his/her intention not to attend the school at any time before the scheduled commencement of the academic year or even after joining the school.
- In case the child withdraws his/her admission and doesn't join the school for any reason, the withdrawal will happen on the basis of our **Withdrawal Policy**.
- No student may start LIS without advance payment of fees. LIS invoice schedules will be available during the admission process.
- The school management reserves the right to increase/revise/alter the fee for the next academic session.
- If the student fails to join for whatever reasons, after paying the admission fee and 1st installment of School Fee, the fee already paid to the school will not be refunded. The same fee is not transferable to any other candidate and the un-availed admission does not hold good for the successive quarter/academic year/years too.

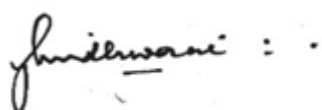
Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session. Policy is reviewed by the Admission Policy Steering Committee during the January INSET week since the admissions to the August intake begin about 6 months before. The Steering committees have representation from all programmes along with the Head of School and Programme Coordinators.

First annual review	January 2009
Second annual review	January 2010
Third annual review	January 2011
Fourth annual review	January 2012
Fifth annual review	January 2013
Sixth annual review	January 2014
Seventh annual review	January 2015
Eighth annual review	January 2016
Ninth annual review	January 2017
Tenth annual review	January 2018
Eleventh annual review	January 2019
Twelfth annual review	January 2020
Thirteenth annual review	January 2021

Admission Policy Steering Committee

S. No.	Name of the Staff	Designation	Role
1.	Mr Yogesh Sindhvani	Head of School	Facilitator
2.	Ms Annabelle Villamarin	Primary Principal & Coordinator	Contributor
3.	Mr Arpit Sharma	DP Coordinator	Contributor
4.	Ms Lilit Harutyunyan	MYP Coordinator	Contributor
5.	Ms Loveleena Kakar	Head of Admissions	Contributor
6.	Ms Aanchal Batra	PYP Teacher	Contributor
7.	Ms Tatiana Kadzharova	MYP Teacher	Contributor
8.	Ms Preeti Verma	DP Teacher	Contributor



Mr Yogesh Kumar Sindhvani
Head of School

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