

## **Access and Admission Policy for SJP II CSS - 2023-2024**

### **Access and Admission Policy**

*Written October 2023*

#### **Consistency with School Mission Statement**

*Saint John Paul II C.S.S., rooted in Gospel values, embraces the culturally rich and diverse community it serves. Dedicated to a broad curricular base, and supported by an extensive co-curricular program, we empower one another to strive for excellence and to become life-long learners.*

The Access and Admission Policy is consistent with the above Mission Statement in that we clearly state that as a community we embrace diversity, which also implies diversity of learning. As a community school, we offer education pathways for all learners, including the International Baccalaureate Diploma Programme, as just one of our many speciality programs. Thus, supporting a broad curricular base empowering all of our students to strive for excellence and adhering for the IB for ALL philosophy.

#### **Admissions to Specialty Program in TCDSB in Grade 9**

The Toronto Catholic District School Board (TCDSB) provides information sessions for all Specialty Programs including the International Baccalaureate Diploma Programme for all potential Grade 8 applicants. Students within the TCDSB are visited at their schools and provided with information and an invitation to participate in an Open House at Saint John Paul II to gather further information and support. This Open House is provided for the entire community and not exclusive to those families that attend schools within the TCDSB.

All students are invited to complete the application form which has been transferred to an online system Student Online Admission and Registration (SOAR). This platform provides families with step by step instructions to apply along with IT support. All applications are sorted by the Guidance Secretary and reviewed by the IB Coordinators and the Head of Guidance. All students are accepted at no cost within the Specialty Program and they receive enrichment to prepare for the possible IB DP pathway.

This system was developed during COVID to help support the registration process while adhering to the regulations set by the Ministry of Health. This system was initially difficult to navigate and so our Head of School at the time developed an online video to provide all families in the TCDSB clear instructions and screenshots to support this process. We also held workshops and provided devices for families to apply.

The system has improved yet to ensure access to all of those that have interest and want to apply, we continue to provide paper applications that can be submitted by hand or mail to the school.

### **Required Documents for TCDSB Application:**

- **Fill in the sections about Community Involvement, Awards and School Activities**
- **Write a persuasive essay, using the IB Learner Profile, answering the following question:**

*Considering the attributes of the Learner Profile, what makes you a suitable candidate for the International Baccalaureate Diploma Programme? Please refer specifically to three attributes that best fit you and provide examples of your accomplishments that display those attributes. (Link to Learner Profile is Provided on the site)*

**You will select the button that says YOU CONSENT to allowing the following documents to be shared IF completed:**

- Grade 7 CAT 4 record/other standardized testing (if available ~ COVID)
- Grade 7 report card - term 1 and term 2
- Teacher Recommendation (Confidential Student Assessment form)

### **If you are student outside of the TCDSB, you need to follow these requirements:**

- You are required to complete a longer application form that will include basic data information such as phone numbers, address etc.
- You complete all the same required fields for community involvement, awards and school activities as well as the persuasive essay (see above essay question)
- The required documents will need to be **UPLOADED** by **YOU**:
  - Grade 7 CAT 4 record/other standardized testing (if available ~ COVID)
  - Grade 7 report card - term 1 and term 2
  - Teacher Recommendation (Confidential Student Assessment form)

### **IB for ALL**

All SJPII students in the Specialty Programs for Grade 9 and 10 are supported through Lunch and Learns and taught by teachers that have experience with the DP so that they are exposed to the language of the IB as well as the practices and standards that are adhered to throughout the Diploma Programme.

Students are exposed to the IB opportunities and regularly educated about the opportunities to join the IB as they traverse Grade 9 and 10 providing opportunities to show excellence through the Learner Profile traits. Teachers are encouraged to recommend students to the enrichment classes on an ongoing basis.

Information sessions are held for families of all grade levels at the beginning of the year and before Registration for the upcoming year. These are open to all individuals that are curious about the IB DP at SJPII.

### **“IB For All” Philosophy:**

SJPII’s approach to equitability and inclusivity is to remove or reduce barriers so that all students can fully participate in their IB education. We offer a holistic approach that is about all learners and values diversity of the population. We endeavour to provide:

- a universal design of learning and assessment
- access and adaptations to curriculum
- cultural diversity and identity in a variety of text selections
- mechanisms that support student welling
- policy development for learning, teaching and assessments
- modified examinations
- accessibility and inclusivity of digital assessments
- regulatory and legal compliance of IB qualifications.

Saint John Paul II C.S.S. supports the inclusion of all types of learners into the IB programme, provided that it is the best pathway to success for that student. This is determined in conjunction with the IB DP Coordinator, the student, the Parents, the IB Guidance Counsellor, the ELL teacher (if applicable), the Student Success teacher and Resource Department Head. As required, individuals from outside agencies may also be part of the support team, depending on the individual circumstances of each student and their learning needs. It is clearly communicated to all stakeholders that the intent with our Inclusion Policy is to allow all those learners who can benefit from the IB DP to enter the programme. It is emphasized that only those students who can handle the academic rigours of the programme will be considered. Support mechanisms are in place for all students who meet our requirements for entry, regardless of IEP or ELL designations, which furthers growths in equitability and inclusivity within the SJPII IB Programme.

### **Admissions to International Baccalaureate Diploma Programme at SJPII**

All students that have participated in our Specialty Program are invited to register for the DP in February of the Grade 10 year. They are informed about the opportunities available through IB and supported through the registration process on My Blueprint. This information is also shared with families through the Google Classroom for this cohort.

Students throughout the school population are welcome to join the IB if they have the appropriate requirements that make them eligible for the Year 1 courses. Alternative pathways to achieve these appropriate requirements are developed on a case by case basis to support any student that is interested in earning the IB Diploma.

### **Who does this policy apply to?**

Saint John Paul II C.S.S. believes in the “IB for All” philosophy, maintaining that all candidates should be allowed to demonstrate their ability under assessment conditions that are *as equitable as possible and demonstrate the value of diversity*. For those students with an I.E.P. or those with documented situations, inclusive arrangements for assessment may be authorized by the IB so that candidates with learning support requirements are not put at a disadvantage. This might include an alternate location to write their exam, breaks during the timed session, additional time allocated or the use of assistive technology.

### **What arrangements can be made to assist our students?**

The IB is committed to an education philosophy based on *international-mindedness*. Therefore inclusive arrangements may not reflect the standard practise of any one country. Rather, it is the intention of IB that wherever possible arrangements for candidates with similar access requirements are the same. Each request for inclusive arrangements will be judged on its own merit.

### **Responsibilities of the Saint John Paul II C.S.S.**

It is our responsibility to assist all our students firstly in the selection of courses and IB pathways to ensure success. Meetings with the IB DP Coordinator, CAS/EE Coordinator, subject teachers and the guidance counselors, will take place prior to registration each year in order to ensure students are making the right choices. Opportunities to meet with families are also offered at this time. With reference to those students with an I.E.P., additional guidance in course and stream selection is offered from the student success and resource teachers.

Once decisions have been made regarding course and stream selections, inclusive arrangement requests may be made. These must be based on current needs and documentation. These will be carefully individualized, planned, evaluated and monitored by the School (including resource teacher, IB DP Coordinator, IB Guidance Counsellor, CAS/EE Coordinator, IB Subject Teachers and Administration).

Teachers to provide anecdotal classroom reports for students requesting additional support to supplement documentation available in the student's I.E.P. Teachers also follow the directives as laid out in I.E.P's.

Finally, it is also the responsibility of the school to advocate for any student, who qualifies, who requires additional access requirements in order to be successful with the DP.

### **Tools Available to support student learning**

Technical supports including the following programs:

- Google ReadandWrite application
- Google TextToSpeech application
- Equatio (math application)
- Google Classrooms
- D2L
- Managebac
- Individualized Laptops
- Library Support
- Portable desktop magnifiers
- Itinerant teachers for deaf and hard of hearing students
- Autism support staff from TCDSB
- AERO – Alternate Education Resources for Ontario – to order large print texts
- Exchange of Information meetings between student success team and elementary schools

**Timelines:**

The IB DP Coordinator, in conjunction with the student support team, will meet and collect all the required documentation for students that will be writing exams. It will be uploaded to IBIS by November 15<sup>th</sup> for examinations in May.

If the assessment access requirements are approved by the IB, arrangements will be made by the school for the access requirements, whether that be alternate locations to write, assistive technology (such as using a word processor) or additional time etc. The IB DP Coordinator will clearly communicate the plans to the parents/guardians and the students involved.

**Please Note:**

*This policy is reviewed every five years, during the School Self Study review year, unless there is an obvious need to do so earlier. This is done through a process of inquiry, reflection and then action by the various stakeholders including DP Coordinator, Administration, CAS/EE Coordinator, IB Guidance Counsellor, Head of Resource and DP Teachers. If there is a new curriculum document produced by the IB, this policy will automatically undergo a review to ensure compliance with the new document.*