

# **Cobourg Collegiate Institute's International Baccalaureate Programme's: Policies and Procedures Document**



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# CCI's IB Language Policy

## I. Context of CCI's IB Language Policy

The IB Programme at CCI honours, and actively champions, the second language requirement of the Diploma curriculum for all IB Diploma candidates.

Cobourg Collegiate Institute (CCI) is a public school, and as such is bound by the policies of the Ontario Ministry of Education (MoE) and the Kawartha Pine Ridge District School Board (KPRDSB).

CCI is required by law to follow The MoE's curriculum documents regarding language learning (<http://www.edu.gov.on.ca/eng/curriculum/secondary/>) and KPRDSB's Policy ES-3.17 "English Language Learners" (<http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/Get/Document-13861/ES-3.17%20English%20Language%20Development%20Program.pdf>), confirms and clarifies the school board's, and hence the school's, adherence to MoE policy. KPRDSB's policies ES-3.15 "French Language", and ES-3.16 "Indigenous Language Program" also confirm adherence to the MoE policy.

## II. Philosophy of Language Instruction at CCI

First and foremost, it is firmly believed that all teachers in the IB Programme at CCI are language teachers. Further, all students are supported through language instruction found in their IB courses and aided by their content instructors. Thus, language development support can be found across curricular areas. Teachers work with their students to develop sophisticated use of language to promote critical thinking and clarity of thought. Students communicate their thoughts and understanding through a variety of language vehicles, including oral and written work.

## III. Language Support for CCI IB Families

While the first language of instruction at CCI is English, it is recognized that Northumberland County is home to learners who speak many different languages in their home environments. Non-English language speakers are assessed by our school board and placed in appropriate programs. CCI has support for ESL students including individual withdrawal and an ESL class. ESL students may apply for IB classes, and their ability to succeed in an English language program is assessed. If it is believed the student would benefit and succeed in our IBDP, they are then enrolled, and the school's and board's language supports are utilized. Teachers work in conjunction with Special Education and ELL to ensure that academic accommodations are provided to appropriate students and, where necessary ensuring these accommodation needs are communicated to the IBO.

Additional strategies to support the development and maintenance of the mother tongue for all learners:

- Liaise with relevant community groups — for staff and students alike – to help communicate with families about upcoming school events, important academic opportunities for students and concerns about student progress in school.
- Translation of school documents into other languages. Many of our school and district documents are translated into a variety of languages — including Gujarati, Vietnamese, Korean, Arabic, Russian, Urdu, Hindi, Polish, Bengali, Farsi, Cambodian and Cantonese and Mandarin Chinese — using the school district interpretation and document translation service.
- CCI offers both French Immersion and Core French programs. French Immersion is designed for non-French speaking families and aims to develop and refine a student’s ability to communicate in French; and to expand students’ knowledge of the language through the study of francophone literature and culture. French Immersion instruction focuses on four strands: Listening, Speaking, Reading, and Writing. Students typically start French Immersion while in elementary school during senior kindergarten (approximately age 5) and continues until grade 12. There are no entrance requirements for French Immersion. The Core French program is part of the regular Ontario curriculum from grades 4-8 and requires students to successfully complete at least one French credit while in secondary school.
- CCI is working to support success for Indigenous learners by increasing awareness of Indigenous ways of knowing, and increasing understanding of First Nation, Métis, and Inuit cultures, histories, and perspectives. We believe it is essential that First Nation, Métis and Inuit students are engaged and feel welcome in school, and that they see themselves and their cultures in the curriculum and the school community. As such, CCI is proud to offer classes in Indigenous studies, including a course in the Ojibwa language.
- English as a Second Language. Students that speak a language other than English at home, or who have immigrated to our area from non-English speaking countries may require assistance to learn English. Non-English language speakers are assessed by our school board and placed in appropriate programs. CCI has support for ESL students including individual withdrawal and an ESL class. An ESL teacher works with the students to develop capacity in English. ESL teachers also work with classroom teachers to identify, develop and implement various language acquisition strategies for the student.
- Our special education department plays a key role in supporting ESL students. For students with language deficiencies, the Special Education Lead Teacher may need to develop an Individual Education Plan (IEP) which is a legally binding document. The IEP lists appropriate accommodations and modifications needed for the student. If appropriate the IEP may provide the student access to assistive technology devices and software, as well as, modified testing environments.

#### **IV. Growth and Development**

At CCI, all teachers are language teachers. All our teachers play an important role in developing essential communication skills in all subject areas. As such, the staff of CCI requires regular professional development and training in the fields of language learning and literacy to ensure best practices.

CCI's has an inter-disciplinary approach to literacy. Literacy coaches train teachers in classroom strategies and approaches to language learning. Part of this is the use of EQAO style assessment tools. These EQAO tools are data driven reading and writing assessments with emphasis on comprehension and critical literacy. The data from these assessments provide teachers and administrators insight into how best to respond to individual student needs. If communication deficiencies are identified in an individual student, then the Special Education Program at CCI, as well as School Board personnel assist the student to ensure success. Data from the EQAO assessments also assist in developing and adjusting strategies to literacy instruction and practices within the school.

#### **V. Review Process**

Our Language Policy is a working document and is reviewed on an annual basis. Participants in the review process include: IB Coordinator, IB teaching staff, school administration, guidance department, and the special education department.

**Last Reviewed: January 2022**

# CCI's IB Assessment and Evaluation Policy

## The Ontario Ministry Policy Framework

Cobourg Collegiate Institute (CCI) is a public school, and as such is bound by the policies of the Ontario Ministry of Education (MoE) and the Kawartha Pine Ridge District School Board (KPRDSB).

CCI is required by law to follow The MoE's Assessment, Evaluation and Reporting Policy "Growing Success" (<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>).

KPRDSB's Policy ES-4.1 "Assessment, Evaluation and Reporting" (<http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/Get/Document-4427/ES-4.1%20Assessment%2c%20Evaluation%20and%20Reporting.pdf>) confirms and clarifies the school board's, and hence the school's, adherence to MoE policy.

## The Seven Fundamental Principles of Assessment and Evaluation in Ontario:

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully linked to the curriculum expectations and learning goals and, as much as possible, to the interests, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. ("Growing Success." 2010. p. 28-29)

# Cobourg Collegiate's IB Assessment and Evaluation Policy

## I. Definition of Assessment

In the IB Programme at CCI, as reflected in "Growing Success," assessment is defined as the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. ("Growing Success." 2010. p. 33)

Cobourg Collegiate's IB teachers engage in assessment as learning by helping all students develop their capacity to be independent learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Further, IB teachers will obtain assessment information through a variety of sources, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

## II. Common Assessment and Evaluation Practice

Assessment and Evaluation policies at Cobourg Collegiate Institute recognize the developmental stages of students and the need for an appropriate balance between marking categories, for example between knowledge acquisition, analysis, and application. In addition, different subjects have established standards based upon their curricula. CCI's teachers use a gradual release model to transition students through the Preparatory Years (Grades 9 and 10) into the full IB Diploma Programme (Grades 11 and 12). Through intentional design of instruction, observation opportunities and a cycle of criteria-referenced feedback, students gain skills gradually as they progress through grades 9 – 12.

In keeping with "Growing Success" our teachers use the most accurate indicators of a student's understanding and ability in a subject. Teachers are not permitted to use average or other simple calculations in determining a student's grade; teachers must use a broad array of data to determine a student's performance. This process is carried over into their IB assessments and evaluations, including their determinations of Predicted Grades.

Our school uses the leveled 1-4 system of the Ontario Provincial Curriculum based on Provincial achievement charts, and we adhere to the levels 1-7 Table of Equivalencies developed by the IB Schools of Ontario (IBSO). Ontario percentage grades are rendered by using the IBSO Table of Equivalent Grades and applying professional judgement within a mark band. Teachers and Diploma Programme Coordinator meet regularly to discuss grading practices. Subject teachers meet amongst themselves to discuss evaluation and assessments and carry out moderated marking sessions to ensure agreement within a subject area.

CCI teachers use IB rubrics, criteria and mark schemes for formative assessments throughout the two years of the Diploma. Teachers use IB rubrics, criteria and mark schemes for essays, tests, presentations and in-school examinations. Teachers also develop their own rubrics, based on IB rubrics and criteria, for assessments and evaluations which do not exactly match IB assessments (for example short quizzes, debates, etc.) Our students are very familiar with the rubrics and criteria they are marked against, and use these rubrics and criteria to inform and improve their learning.

Teachers develop their own formative and summative assessments (to meet MoE requirements) that mimic IB assessments whenever possible. All tests, examinations, essays and presentations developed by teachers take into consideration IB criteria. Teachers use IB question banks and past examinations and essay titles both as formative assessment pieces and as preparation for the IB summative assessments.

Finally, all IB students go through a series of mock examinations in the spring of their examination year that assess student understanding of the whole course. These mock examinations also expose students to the procedures and protocols they will follow in the IB Examination Session.

Students are well-prepared through the teacher-created assessments, and mock examinations for the IB summative assessments.

### **III. Communicating Assessment and Evaluation Policy**

At the beginning of a course, all CCI teachers are required to circulate course outlines detailing content as well as assessment policies including term and overall course mark breakdowns. IB teachers ensure that their course outlines clearly convey their assessment policies for courses and ensure that such policies are in line with both Ontario Ministry expectations, while also serving to accurately convey IB assessment and evaluation ideals.

Assessment and evaluation policies are communicated to parents through the distribution of course outlines, Parent-Teacher nights, and online posts. Our Diploma Programme Coordinator and Guidance department retain “open door” policies, liaise frequently with families, and mediate between families and faculty, and the Head of School. The main purpose of these structures is to make these policies transparent and clear.

Teachers are responsible for recording and tracking student achievement. Teachers use a variety of methods, but common to all is our web-based Edsby recording and communications site. Students have access to their marks as released by their teachers throughout the course of study.

IB Teachers are expected to provide timely feedback to students and to meet with parents and students regarding student progress as requested. In addition, IB teachers at CCI use assessment results to inform the teaching and learning process, and meet with students to overcome difficulties identified through assessment to support student achievement.

Internal timelines are established collaboratively, with a balanced workload in mind, and communicated to all teachers and students through our Edsby calendar system a large wall calendar in the IB Common Room.

IB courses at CCI do not exist in an educational vacuum. We are committed to developing the principles of the IB mission statement and the learner profile throughout our school community. The IB assessment policy is gradually introduced during our Preparatory Years. In this way, the students will start the process of becoming familiar with IB expectations soon after being accepted to the programme.

#### **IV. Assessment, Evaluation and Special Accommodations**

Cobourg Collegiate's IB teachers work with Student Success Teachers, Special Education Teachers, and English Language Learner (ELL) Itinerant Teachers to ensure that assessment practices are fair and equitable for all students who require Special Accommodations and/or accommodations based on language. Allowances for students with special education needs and for students not working in their native tongue are both expected and customary.

#### **V. Assessment, Evaluation and Pedagogical Design**

IB teachers at CCI recognize that their assessment must balance formative and summative assessment in addition to higher-order and fundamental cognitive skills. In addition, assessments regularly include connections to TOK, international topics, as well as efforts to embrace cross - curricular skill development.

CCI's IB teaching staff meets regularly to standardize marking and ensure all understand and are applying criteria correctly and consistently. In subjects with only one teacher, the subject teacher would meet with a colleague in a similar subject (for example, chemistry would meet with physics) to discuss marking. Teachers also meet regularly as a group and individually with the Diploma Programme Coordinator to discuss student achievement data, including exam results, in order to assess strengths, needs, and gaps, and develop plans to improve practice.

The IB teachers in conjunction with the Diploma Programme Coordinator, establish an IA and Core Component timetable to maximize student achievement and minimize student stress.

All IA work is carefully structured to meet IB policy (including reasonable limits on words, etc.) and to provide students with opportunities to show mastery of skills outside the of the examinations without duplicating work already covered by the student as part of their extended essay

It is further recognized that IB teachers will be called upon to act as mentors for students writing extended essays in their subject areas and that teachers must be aware of the IB policies regarding limits to teacher assistance on the extended essay. To this end, the Diploma Programme teachers work with the Extended Essay Coordinator to ensure diploma student success in this central task.

It is the responsibility of the School's Administration in conjunction with the Diploma Coordinator to ensure that any teacher new to their IB related role is properly trained in the assessment practices relevant to their new role. This includes teacher mentoring, conferencing, and formal IB training where applicable.

## **VI. Homework Policy**

Homework plays a vital role in giving students the opportunity to consolidate their learning. Homework is to be meaningful activities assigned by the course instructor to students intended to extend classroom learning, develop student skill competence with the aim of supporting student learning and improving performance. When assigning homework, both the Preparatory Years and Diploma Programme teachers are conscientious to the fact that students often have outside obligations and extra-curricular activities during the evenings, and should not be burdened with excessive amounts of homework. Teachers also work together to ensure that major assignments are balanced throughout the school year.

## **VII. Review Process**

Our policies are reviewed on an annual basis. Participants in the review process include: IB Coordinator, IB teaching staff, school administration, guidance department, and the special education department.

**Last Reviewed: January 2022**

# CCI's IB Inclusion Policy

## I. Preface to Cobourg Collegiate Institute's IB Inclusion Policy

The IB Programme at Cobourg Collegiate Institute was founded on the premise of establishing a high quality international education available to students in the Northumberland region. To this end, we have kept our programme accessible to virtually any student who applies for it.

In keeping with this philosophy of accessibility, the IB Programme at CCI is accessible to students with special academic and/or physical needs.

## II. Context of Special Educational Needs and Accommodation Policy

Cobourg Collegiate Institute (CCI) is a public school, and as such is bound by the policies of the Ontario Ministry of Education (MoE) and the Kawartha Pine Ridge District School Board (KPRDSB). The purpose of this appendix is to confirm that the inclusion/special education policies of the school's governing bodies and those of the International Baccalaureate Organization are compatible.

CCI is required by law to follow the Ontario Education Act (<http://www.edu.gov.on.ca/eng/general/elemsec/speced/edact.html>) and the MoE's Special Education policies (<http://www.edu.gov.on.ca/eng/parents/speced.html>), and KPRDSB's Policy ES-3.8 "Special Education" (<http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/Get/Document-1138/ES-3.8%20Special%20Education.pdf>).

In particular, students use all accommodations available to them through their Individual Education Plan (IEP) which has the force of law in Ontario. These accommodations may include extra time for assessments and evaluations, assistive technologies, scribes and readers, alternate locations for test-taking, service animals and so on.

Any accommodation used regularly by a student is communicated to IB, with supporting documentation, for consideration and possible authorization to use in IB assessments and evaluations.

## III. Responsibilities

Our school has an extensive network in place to support student learning. The Head of School is responsible for ensuring that there is a collaborative decision-making structure in place regarding the use of school-based resources and services. The Kawartha Pine Ridge District School Board provides qualified personnel to assist schools in the identification and support of students with special needs. Personnel available to support students with special needs may include: Classroom Teachers, Special Education Resource Teachers (SERT's), Guidance counsellors, Administration, Educational Program Assistants, Board Psychologists, English Language Learner teachers, School Speech and Language Pathologists, Sign Language Interpreters, and other specialists.

#### **IV. Range of Special Education Needs**

In the IB Programme at Cobourg Collegiate Institute, students with special needs are considered as those whose needs are such that they require supports in addition to those provided by a classroom teacher. Special Education Needs may be associated with the following exceptionalities: Cognitive impairments, Emotional impairments, Learning disabilities, Physical disabilities and or other health impairments, Speech impairments and or communication disorders Sensory impairments – vision, hearing, Giftedness

#### **V. Accommodations for Assessment**

In addition to adherence to district policy and administrative regulations, CCI's IB Programme follows IB regulations and expectations as stipulated in Section 4 of the IBO Candidates with Special Assessment Needs document. It is common practice for the IB Diploma Programme Coordinator to make formal requests for special arrangements submitted to the IBO.

#### **VI. Differentiated Support**

Cobourg Collegiate Institute recognizes the value of differentiated learning for all students including students with special education needs. Differentiated strategies enable students to meet outcomes or to have learning outcomes extended. The manipulation of additional variables such as time, organization, and assorted evaluation strategies are seen as necessary to meet diverse student needs. However, specific individualized adaptations may become necessary to enable a student to meet curriculum outcomes. Adaptations are defined as strategies, and or resources to accommodate the learning needs of an individual student. They are planned, implemented, and assessed to enable a student to achieve the Ontario Ministry curriculum outcomes, as well to support a student in the process of preparing for their IB assessments.

#### **VII. Review Process**

Our policies are reviewed on an annual basis. Participants in the review process include: IB Coordinator, IB teaching staff, school administration, guidance department, and the special education department.

**Last Reviewed: October 2021**

# CCI's IB Academic Honesty Policy

## I. Context

Cobourg Collegiate Institute (CCI) is a public school, and as such is bound by the policies of the Ontario Ministry of Education (MoE) and the Kawartha Pine Ridge District School Board (KPRDSB). The academic honesty policies of the school's governing bodies and those of the International Baccalaureate Organization are compatible.

CCI is required by law to follow the Ontario Education Act ([Education Act, R.S.O. 1990, c. E.2 \(ontario.ca\)](#)) and KPRDSB's Policy ES-4.1 "Assessment, Evaluation and Reporting" ([ES-4.1 Assessment, Evaluation and Reporting.pdf \(kprdsb.ca\)](#)).

## II. Responsibilities and Communication

Students receive instruction in all aspects of academic honesty and malpractice, including proper use of citations and references, in all classes and in special sessions with our teacher-librarian. Students are reminded of these instructions on a regular basis. Students, faculty, and parents have access to the KPRDSB policy and IB policy documents via our school EDSBY site. Extended Essay also advisors support academic honesty expectation and provide guidance on citation and referencing formats.

## III. Malpractice

The following will be considered malpractice:

Malpractice is any behavior or action that results in, or may result in, an unfair advantage. Malpractice includes but is not limited to:

- a) Plagiarism: A student representing ideas or work of another person as their own.
- b) Duplication of work. A student re-using their own work for multiple teachers, classes, assessment components, assignments, or diploma requirements.
- c) Collusion: Unauthorized collaboration. Any kind of cooperation that results in, or may result in, unfair advantages for a student or group of students. Examples include but are not limited to a student allowing their work to be copied or submitted for assessment by another student, or students working together when it is supposed to be an independent assignment or assessment.
- d) Any other behaviour or action that gains, or attempts to gain, an unfair advantage for a student or affects the results of another student. Examples include but are not limited to the following: fraud, duress, deception, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, falsifying documents, lying to teachers and/or administration, and the unauthorized use of study aids, memoranda, books, electronic programs, data, or other information.

- e) Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

### **Guidance on preventing malpractice**

General principle: Candidates submit only authentic work. Authentic work is work that includes only the students' original ideas, and any ideas from others are fully acknowledged. All student work must be in the candidates own words, using their own ideas. Any ideas or work from another person, must be properly acknowledged and cited.

Some practices to ensure academic honesty

- a) Request clarification of the teacher's expectations for each assignment
- b) Request clarification about the Academic Honesty Policy if they do not understand
- c) Keep copies of all drafts of work, save electronically under different file names. Rough drafts are always required.
- d) Keep notes and copies of research materials
- e) Keep logs of work on assignments and papers
- f) Use quotation marks for statements taken from others
- g) Acknowledge information, ideas, or patterns of thought borrowed from any source
- h) Consult teachers about any questionable situation
- i) Start assignments early, do not procrastinate

(Adapted from: Kenner Collegiate Vocational Institutes Academic Integrity Policy 2015)

## **IV. Checking for malpractice**

Over the duration of courses, teachers get to know their students and their work. In addition to familiarity with students work, CCI teachers also have other methods of checking for malpractice at their disposal. These include but are not limited to: Electronic submission websites such as Turn it in.com, regular student meetings, and interviews.

## **V. Offenses and their penalties**

If a student is suspected of malpractice in a class, the teacher must report the incident to the Head of School who then must follow KPRDSB policy and procedure.

Applicable Sections:

5.7 A teacher who has evidence of cheating or plagiarism must report it to the principal.

5.8 When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioral and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student.

5.9 The principal will keep records of all incidents of plagiarism and cheating.

If a student is suspected of malpractice on an IB assessment, then the IB Diploma Coordinator and/or the IBO will follow the procedures laid out in the IB Academic Integrity Policy and the KPRDSB Policy guidelines.

Steps may include:

(From IBO's Academic Integrity Policy, page 24, [https://resources.ibo.org/ib/works/edu\\_11162-58121?](https://resources.ibo.org/ib/works/edu_11162-58121?))

- 1) The school conducting an investigation
- 2) The school providing the IB with relevant documents and statements from parties involved
- 3) The IB initiating an investigation
- 4) Possible removal from the session or the subject(s) concerned
- 5) If misconduct is determined, then a penalty proportionate to the severity of the incident will be applied to the subject(s) concerned, based on the IB's penalty matrix (IBO's Academic Integrity Policy, page 32).

Possible penalties from the IB include, but are not limited to:

- a warning letter to the student
- a grade of zero on the assessment component
- a "no grade" for the subject(s) concerned
- a "no grade" to any "parallel subjects" concerned

If future evidence presents itself, the IB is entitled to investigate after the results have been issued. If misconduct is discovered, the relevant results awarded may be withdrawn, and any certificates awarded would be expected to be returned.

## **VI. Review Process**

Our policies are reviewed on an annual basis. Participants in the review process include: IB Coordinator, IB teaching staff, school administration, guidance department, and the special education department.

**Last Reviewed: January 2022**

# CCI's IB Admissions Policy

## Context

The philosophy of the IB Programme at CCI is based on a principle of inclusion rooted in the notion that a wide range of students, from diverse backgrounds, are capable of thriving in the IB Programme. The following outlines how students apply for the Preparatory Programme (Grades 9 and 10), and how that transitions into the IB Diploma Programme (Grades 11 and 12).

## Admission and Selection Process

In grade 9 and 10 students are introduced to an enhanced curriculum that fosters critical thinking, and a strong sense of internationalism. Backward planning and scaffolding are regular practices aimed at offering consistent, clear support as students prepare for the IB Diploma Programme in grade 11 and 12. Projects and assessments count for their OSSD, but are enhanced by cultivating the rigorous thinking, writing, research and communication skills that are key components of the full Diploma Programme. The grade 9 and 10 courses also introduce the concepts of International-mindedness and interdisciplinary thinking that are key qualities which make IB unique.

## Grade 9 Preparatory Year

Entrance into the Grade 9 Programme is by application. An evening information session held in the late fall, highlight what the Preparatory Programme “looks like”, and preview the IB Diploma Programme. All interested Grade 8 students in Northumberland County, and their parents, are invited to attend. Application packages are available at this session or through the IB Coordinator, either in print or electronic form. Applicants need to present an academic and leadership portfolio which includes: The application form, grade 7 and grade 8 report cards, and a short personal essay indicating why the student feels they are a good fit for the IB Programme based on the IB learner profile. Additional letters of reference and evidence are optional. Formal acceptance into the Preparatory Programme, is communicated in mid-February. The philosophy of CCI's IB Program is to be accessible to all interested students within Northumberland County.

## Grade 10 Preparatory Year

Entrance into the Grade 10 Programme for students currently enrolled at CCI or for those enrolled at another school follows a process similar to the one above. New applicants will need to complete a written task, provide copies of their Grade 8 report card, their most recent Grade 9 report card. NOTE: Students who wish to join the Preparatory Programme after completing grade 9 may do so, but must complete the application process.

## **Formal Acceptance into the IB Diploma Programme**

As stated earlier, the philosophy of the IB Programme at CCI is based on a principle of inclusion rooted in the notion that a wide range of students, from diverse backgrounds, are capable of thriving in the IB Programme. However, full acceptance into the IB Diploma Programme at the end of grade 10 is not guaranteed.

Formal Acceptance into the IB Diploma Programme occurs towards the end of the grade 10 year, as a result of an assessment of each student's performance in the Preparatory Years Programme. The IB Admissions Team, in consultation with faculty, reserves the right to council students out of the IB Diploma Programme for a number of reasons. These may include the professional judgement that a student's academic performance in one or more subjects would hamper their ability to be successful in the full Diploma Programme. For example, a student who has a mark of lower than 70% in any of their Grade 10 courses may be required to have a meeting involving themselves, a parent or guardian, the IB coordinator and an administrator before moving into the full IB Diploma Programme.

Furthermore, students will be expected to maintain a 70% average throughout their time in the IB Programme at CCI. Failure to do so may result in a review of their suitability for the program as a whole. Additionally, a student's learning skills will be taken into account, as will disruptive and/or disrespectful behaviours, which counter the IB Code of Student Conduct, and/or which undermine the safe learning environment at the core of the IB philosophy.

As a result of this process, case-by-case recommendations will be made by the IB Coordinator, in consultation with the school principal, which will include a wide range of options:

- a) Acceptance into the full IB Diploma Programme;
- b) A recommendation that a student pursue course options in one or more IB courses rather than a full diploma;
- c) A one-semester trial for students who are at-risk in terms of academic performance, learning skills and/or poor conduct;
- d) Complete removal from the IB Programme and relocation into another stream of study.

## **Entrance into the Year 1 of the IB Diploma Programme (Grade 11 IB)**

Entrance into the Grade 11 IB Diploma Programme for students currently enrolled at CCI will be based upon successful completion of the Grade 10 Preparatory Year. Entrance into the Grade 11 IB Diploma Programme for students who are currently attending another school is based on an application package similar to the one mentioned above. Applicants complete a written task, provide copies of their Grade 9 report card, and their most recent Grade 10 report card. Students applying from another IB school will be asked for a reference letter from their IB Coordinator along with a credit summary in place of an application.

PLEASE NOTE: Students must have successfully completed grade 11 Academic Mathematics (MCR 3U) and grade 10 Academic French (FSF 2D) to be considered for entrance into the IB Programme.

### **Entrance into Year 2 of the IB Diploma Programme (Grade 12 IB) from another IB Programme**

Entrance into the Grade 12 IB Diploma Programme will be available only to those students transferring from another IB school who have successfully completed their Grade 11 IB year and whose subject selections can be accommodated by our Programme and scheduling template.

### **Review Process**

Our policies are reviewed on an annual basis. Participants in the review process include: IB Coordinator, IB teaching staff, school administration, guidance department, and the special education department.

**Last Reviewed: October 2021**