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The WECDSB will be applying to the International Baccalaureate (IB) to offer the Middle Years Programme (MYP) at Assumption and Cardinal Carter. Below are answers to some frequently asked questions:

***What does the "application process" mean? Can it be denied?***

To become an International Baccalaureate (IB) World School, offering the Middle Years Programme (MYP), a school must first submit an application and have its status confirmed by IB as a candidate school. Schools with candidate status then work towards becoming IB World Schools according to the steps outlined in the authorization process. The application is rigorous and schools must demonstrate the ability to meet IB standards prior to candidacy being granted.

The WECDSB has initiated this process and will be submitting an application for the MYP at two sites, Assumption and Cardinal Carter. This will complement the IB Diploma Programme currently being offered by the WECDSB.

***Is every student mandated to be "IB"?***

Yes, the MYP requires school wide implementation and therefore encompasses all students.

The MYP provides a high quality education for all learners. Teachers who teach in the MYP will have access to world-class professional development and resources to enhance teaching and learning. They are required to participate in collaborative planning and reflection to make their teaching practices consistent and to foster a holistic approach to education.

In keeping with current practice, the WECDSB is committed to meeting the needs of individual students within the MYP framework.

***What will be different for my son/ daughter in September 2016?***

The difference is in the approaches to teaching and learning. Teachers who teach in the MYP receive specialized training drawing from the best educational practices around the world. The MYP builds upon knowledge, skills and attitudes that go beyond the curriculum and challenges the student to be a global learner.

The MYP is designed to accommodate Ministry of Education curriculum requirements. Students will be meeting the grade appropriate expectations of the Ontario curriculum within the MYP framework.

*"Learning together in faith and service"*

The WECDSB believes that the approaches to teaching and learning found in the MYP will harmonize the enhanced programming available in our Middle Schools. Students will be making connections between subject disciplines and with the real world, locally and globally.

### ***What if my son/daughter has special education needs?***

The IB philosophy is in line with the inclusionary policies of the WECDSB. According to IB World, authorized schools must demonstrate that:

1. Supports are in place for learning diversity.
2. The school supports access for students to the IB programme(s) and philosophy.
3. The school develops and implements policies and procedures that support the programme(s).
4. The school provides support for its students with learning and/or special educational needs and support for their teachers.
5. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
6. Teaching and learning differentiates instruction to meet students' learning needs and styles.

The WECDSB provides support for students with special education needs based on individual need and not number.

### ***Benefits to Students***

The MYP:

- provides an education that prepares students to be competitive on a global stage, building the skills valued by parents and employers
- develops students who are self-directed, self-regulated, independent and autonomous learners
- stimulates critical and creative thinking through inquiry based, student-centered education
- emphasizes approaches to learning (ATL), a unifying thread throughout all MYP subject groups that helps students learn how to learn, not just what to learn
- encourages the application of knowledge and skills in unfamiliar contexts
- develops students as responsible members of their local, national and global communities who strive to be inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-takers, balanced and reflective
- creates personal relevance and encourages understanding of cultures and environments across global contexts
- results in students who are global learners, aware of connections between disciplines and to the larger world.

This information and more can be found @ <http://www.ibo.org/>