

Saskatoon Public Schools

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME POLICIES



Saskatoon Public Schools
Inspiring Learning



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Saskatoon Public Schools
Inspiring Learning

TABLE OF CONTENTS

Admissions Policy.....	3
Academic Integrity Policy	5
Assessment Policy	10
Inclusion Policy	14
Language Policy	16
Resources	19
Publication	20
Review	20



PHILOSOPHY

The IB Diploma Programme exists to develop students who increasingly exemplify the traits of the IB Learner Profile. As IB learners, we as a community strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

All International Baccalaureate students in Saskatoon Public Schools are expected to abide by policies as set by the Saskatchewan Ministry of Education, the Saskatoon Public School Division and the International Baccalaureate Organization.

IB ADMISSIONS POLICY

Overview

Saskatoon Public School Division has a general application process for all school programs.

Saskatoon Public Schools also offers motivated students seeking a challenge and a well-rounded approach to their high school experience an opportunity to pursue the International Baccalaureate (IB) Diploma Programme of studies. See below for application information. Since 2022, a fee structure has been applied for Diploma and Course students. See letter and FAQ outlining this policy.

GENERAL REGISTRATION

Saskatoon Public School Division provides online registration for Grade 9-12 students who are new to Saskatoon Public Schools, or students who attended Grade 8 at a Saskatoon Public Schools elementary school and have not previously registered for high school. Students can register by filling out our online registration form [HERE](#).

Once completed, the registration form will be submitted to the school. Administrators and counsellors will then contact the student and family to complete the remaining steps in the process:

- Welcome the student and go through the registration form;
- Support the student in selecting appropriate classes;
- Provide any additional information about registration and our school.

Families that have students who are new to Saskatoon Public Schools and are not Canadian Citizens and/or who do not speak English as their first language, including First Nations, Inuit and Métis students should contact the Newcomer Student Centre.



IB DP PROGRAMME APPLICATION

IB DP PROGRAMME APPLICATION

OUR **ADMISSIONS** PROCEDURE WORKS **TO MEET EACH STUDENT'S EDUCATIONAL NEEDS AND GOALS.**

The **IB** Diploma Programme is a two year program starting in Grade 11. Grade 10 students planning to apply will have the opportunity to do so after Collegiate Open Houses in **February**.

Components include:

- **IB** DP Application **Form**
- Access to student transcripts
- A non-refundable \$625 (Diploma) or \$140/course (Course) fee (due by April 15)

The admissions committee will conduct a review of the application and a student's academic history using student transcripts to ensure pre-requisites satisfy admission. If necessary, an informal interview will take place to ensure the DP Programme is an appropriate educational path. In the event the numbers of successful applications outnumber the number of seats available in any given course, precedence will be given to Diploma applicants.

Applicants will be contacted via letter regarding the success of their application by mid March.

See more (e.g. pre-requisite courses) on the **ABC** and **BRC** **IB** DP Admissions site.

Questions regarding admissions should be directed to **Student Services** at **Bedford Road** at 306.683-7656 or email Guidance Counsellor Shane Wingert wingerts@spsd.sk.ca or **IB** Diploma Coordinator buglassk@spsd.sk.ca. Inquires related to the program at **Aden Bowman** should be directed to student services 306.683.7606, **IB** Diploma Coordinator Jeff Speir speirj@spsd.sk.ca or counsellor Denise Drake draked@spsd.sk.ca



RATIONALE

Staff and students at Aden Bowman Collegiate and Bedford Road Collegiate are dedicated to the values of the Saskatoon Public School Division and the Education Act of Saskatchewan which includes an obligation of academic integrity. Whether intentional or not, any action that compromises the trust of stakeholders can bring the entire system into disrepute.

Aden Bowman Collegiate and Bedford Road Collegiate also shares the view of the IB and the understanding that academic integrity is an essential underpinning to the ethical framework of any learning institution. We hope to establish a learning culture built on strong academic practice and authenticity which will be supported with principled educational and assessment practices.

All International Baccalaureate students are expected to abide by policies laid out by the Saskatchewan Ministry of Education, Saskatoon Public Schools, and the International Baccalaureate Organization.

ACADEMIC INTEGRITY POLICY

Academic Integrity - Academic integrity is defined by the Ministry as producing: "evidence of one's own learning through demonstration of responsibility, honesty, trust and respect."

Maladministration – an intentional or unintentional violation of correct procedure that potentially threatens academic integrity.

Academic Misconduct – an intentional or unintentional act meant to provide an academic advantage in relation to assessment or the achievement of educational outcome (including but not limited to plagiarism, collusion, fabrication, cheating, or bribery).

STAKE HOLDERS

To properly foster a climate of academic integrity it is essential that each stakeholder knows their roles and responsibilities. Though the responsibility is shared by the whole community, each member has a specific part to play:

School Administration

- Ensuring that there is a common understanding of academic integrity across the school,
- Provision of support for teachers in maintaining and implementing an academic policy,
- Communication of the academic policy to parents or guardians.

Programme Coordinator

- Ensuring the requirements and policies of the IB are applied consistently,
- Making the requirements of the IB integrity policy known to parents, students, and teachers
- Reporting any suspected instances of misconduct related to the IB known to school administration and the IB



RATIONALE

Staff and students at Bedford Road Collegiate are dedicated to the values of the Saskatoon Public School Division and the Education Act of Saskatchewan which includes an obligation of academic integrity. Whether intentional or not, any action that compromises the trust of stakeholders can bring the entire system into disrepute.

Bedford Road Collegiate also shares the view of the IB and the understanding that academic integrity is an essential underpinning to the ethical framework of any learning institution. Bedford Road Collegiate hopes to establish a learning culture built on strong academic practice and authenticity which will be supported with principled educational and assessment practices.

All International Baccalaureate students at Bedford Road Collegiate are expected to abide by policies laid out by the Saskatchewan Ministry of Education, Saskatoon Public Schools, and the International Baccalaureate.

ACADEMIC INTEGRITY POLICY

Teaching and support staff

- Ensuring a complete understanding of the guidelines for themselves and students
- Modelling academic integrity in their practice
- Fostering an atmosphere that encourages the acquisition of skills over the accumulation of grades
- Reporting any occurrence of academic misconduct to the Programme Coordinator

Students

- Live up to the attributes of the IB learner profile
- Properly attribute their work
- Ensure a full understanding of the school's academic integrity policies
- Abstain from providing or receiving undue assistance in the completion of works
- Report any know incidences of academic misconduct to their teacher and/or Programme Coordinator
- Applicants are expected to demonstrate a record of regular attendance and punctuality that reflects their readiness to meet the academic and participation requirements of the IB Diploma Programme.

Parents and legal guardians

- Ensure a full understanding of the school's academic integrity policy
- Support student understanding of academic integrity
- Abstain from aiding in the completion of works
- Supporting the school in its investigations of academic misconduct



PROCEDURES

- Any incidence of academic dishonesty, regardless of severity, will be reported to the Programme Coordinator and the **S**chool Administration.
- Any documents or reports related to the incident will be kept in binder located in our permanent records room which is accessible only to teachers and Administration.
- Parents will be notified, and the students will have the right to explain themselves in relation to the situation.
- Decisions regarding incidences with lower severity will be made in consultation with all stakeholders but are ultimately at the discretion of the classroom teacher. Potential sanctions may include, but are not limited to:
 - **B**eing required to redo the assessment piece
 - **R**eceiving a grade of zero
- Incidences of greater severity will be dealt with in consultation with the classroom teacher, but the final decision rests with Administration and the Programme Coordinator, including, but not limited to:
 - **R**emoval from the course and either attempting the course again, or attending a credit recovery option
 - **R**emoval from the **IB** Programme
 - **E**xpulsion from the school

Any incidences related to the **IB** examination period or internal assessments will also be communicated to the **IB** and are subject to their Academic Integrity policy (published 2019)



Gen AI

GenAI is a specific kind of AI system that can produce new content based on instructions provided by the user. It includes text, images, code, audio and video closely resembling human materials. Artificial Intelligence (AI) technology can potentially enhance educational processes if used responsibly. Generative AI's (Gen AI) implications and potential uses in education are transformative, offering opportunities to enrich learning and improve teaching practices (AI Guidelines, **SPSD**, May 2025).

Saskatoon Public Schools and the **IB** do not currently advocate for banning or blocking GenAI tools or websites. **Both the IB and SPSPD** emphasize the importance of critical literacy and ethical use, neither of which can be accomplished through avoidance.

The use of AI in the classroom and for professional use should consider the following:

- The potential of bias, inaccuracy, and copyright infringement that may be present in AI systems requires instruction around critical literacy
- Teacher instruction of ethical use regarding academic integrity must emphasize that AI is a support, not a replacement, for human construction of knowledge
- The application of AI within the classroom should follow the teacher's discretion. **Still**, it must also follow **SPSPD Administrative Procedures Manual Policies 140** (ethical use of technology) and 170 (avoidance of input of sensitive data).



With this in mind, the following policies should be adhered to:

1. Any work created with the use of AI is no longer considered to be the student's own work, and, therefore, must be properly cited. Failure to do so is considered plagiarism and will be dealt with according to the Academic Integrity Policy
2. Work done within the **IB** does not assess spelling and grammar. As such, the use of AI support for spelling and grammar is not prohibited, but it is of limited benefit. Courses in language acquisition and bilingual diplomas are exceptions where AI grammar software is prohibited
3. The use of AI in a classroom is always at the discretion of the teacher. It is the instructor's responsibility to clearly communicate their policy, and it is the student's responsibility to adhere to the classroom teacher's requirements.
4. Teachers should inform themselves of the potential uses and ethical implications of AI

AI and **IB** authentication

Internal Assessments and Extended Essays are designed as long-term projects that are not completed in a single session. Currently available AI detection software is not yet accurate enough to be the sole factor in academic misconduct. Teachers are best suited to know what a student is reasonably capable of producing and should follow up any concerns over AI use with a conversation that will allow the student an opportunity to explain their work sufficiently. If the teacher is not confident that the work is the student's own, it must not be passed on to the **IB**, and Saskatoon Public Schools' Academic Integrity Policy must be applied.



ASSESSMENT PRINCIPLES

Purpose

Assessment is a critical part of the learning process for students, teachers and caregivers. There are three interrelated types of assessment that when systematically implemented, contribute to the overall picture of an individual student's learning:

1. Assessment for Learning (**Formative Assessment**) involves using information about student progress to support and improve learning and improve instruction.
2. Assessment of Learning (**Summative Assessment**) involves teacher's use of evidence to make judgements about student's learning.
3. Assessment as Learning involves students thinking about their learning and monitoring their progress.

Frequency

Formative assessment is ongoing. **Summative** assessment occurs frequently enough to allow students to demonstrate their progress. Teachers should consider a balance between providing students with sufficient opportunities to demonstrate their progress (homework will offer opportunities for practice, serve curricular outcomes and be used as a tool informing formative assessment) and maintaining a manageable workload.

For assessments in Diploma Programme (IB DP) courses, a yearly timeline is developed collaboratively with the IB faculty to space assessments through the year based on arrival dates. Internally assessed work will be assigned a portion of the course grade, be completed in the time allotted for the course, and be designated in course outlines as a required component of the course.

PHILOSOPHY AND RATIONALE

Staff and students at Bedford Road Collegiate and Aden Bowman Collegiate are dedicated to the values of the Saskatoon Public School Division and the Education Act of Saskatchewan which includes the standards of assessment.

Student assessment is a deliberate process used to provide feedback and evidence for making sound judgments about students' learning in relation to identified learning outcomes. Teachers guide the assessment and reporting of student progress to care givers and students. Assessment also supports and informs teacher instruction. An expectation is also that students analyze their own learning, reflect on their areas of achievement and areas of improvement, and set goals for their learning.

All International Baccalaureate Diploma Programme students at Saskatoon public Schools are expected to abide by policies set out by the Saskatchewan Ministry of Education, Saskatoon Public School Division, and the International Baccalaureate Organization.



ASSESSMENT PRACTICES

ROLES AND RESPONSIBILITIES

Students

- Engagement: Engaged learners self-assess and define their own learning goals; they are able to transfer knowledge to solve problems creatively.
- Responsibility: Students describe where they are on their learning journey, what evidence they have of their progress and how they will continue to produce evidence of success and growth.
- Academic and Personal Excellence: Students strive for excellence in their learning and in their ability to communicate that learning. Assessments are designed to measure and describe that excellence.
- Culture of Academic Honesty: Students will cultivate habits that promote an obligation of academic integrity. (See **Saskatoon Public Schools' Academic Honesty Policy**) (Change to [division link](#))

Caregivers

- Home-School Partnership: Caregivers are invited to be actively involved in the home-school partnership and are aware of intended learning, their students' progress and the priorities for continued learning.

Teachers

- Clear Communication: Students receive consistent, timely, and clear descriptive feedback. Communication is not limited to progress reports but occurs whenever it is appropriate.
- Separation of Academic and Non-academic Evidence: assessments collect information about student achievement of curriculum outcomes. Personal and social behaviours are reported separately from academic behaviour.
- Balance: Students experience a number of opportunities to demonstrate successful learning. There are opportunities to practice and opportunities to demonstrate achievement.
- Research-based: Assessment procedures are based on current practices which promote student learning and engagement. Teachers in **Saskatoon Public Schools IB Programmes** collaborate to ensure calibration of assessment practices and internally assessed work.



IB DP ASSESSMENT AND LOCAL OUTCOMES

Assessment of an IB DP student's achievement happens in a **variety** of ways throughout the course of the two-year programme. It includes assessment of student work both by outside examiners, as well as the students' own teachers. **Students** who succeed in receiving the IB Diploma will at the same time meet Saskatchewan's high school's graduation requirements and therefore, also receive the local high school diploma. **The** work that students do in the IB Programme is also assessed (separately) using the outcomes contained in our local curriculums. When reporting to the Ministry of Education for an IB course, the grade will reflect as closely as possible the grade a student would have received in a corresponding non-IB class. If a teacher's professional judgement indicates that the IB grading criteria are more demanding than the provincial criteria, the grade should be adjusted accordingly.

IB DP examinations are offered in May. A **variety** of assessment methods are used to **value** both the content and the process of academic achievement and take into account different learning styles (See BRC Inclusion Policy), language learners (See BRC Language Policy) (update to division policies) and cultural patterns.

Awarding of the Diploma

In order to be awarded the Diploma, a student must meet defined standards and conditions, including a minimum total of 24 points and the satisfactory completion of the three diploma requirements: **Theory of Knowledge (TOK)**, the Extended Essay (EE), and **Creativity, Activity, and Service (CAS)**. The maximum Diploma point score is 45. TOK and the Extended Essay contribute to the overall score through a matrix system which awards up to three points based on the candidate's combined performance.

Those who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a distinguished Diploma Course **Student** designation for examinations completed.

The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



“Awarding” of the IB Diploma

The Diploma will be awarded to a candidate whose total score reaches or exceeds 24 points, provided:

- Grades have been awarded in six subjects
- The **ToK** assessment requirement have been met
- An Extended Essay has been submitted and assessed
- The candidate has fulfilled the requirements of the **CAS** Programme
- There is no grade 1 in any subject
- A candidate with 24, 25, 26 or 27 points does not have a failing condition
- A candidate with 28 points or more has only one failing condition
- The final award committee has not confirmed the candidate as guilty of malpractice

“Failing” Conditions of the IB Diploma

The Diploma will not be awarded if the candidate’s results contain any one of the following failing conditions:

- An Elementary (“E”) grade for **Theory** of Knowledge or the Extended Essay
- A grade 2 in any HL subject
- Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any **SL** subject
- Two or more grades 2 in any **SL** subjects
- Four or more grades 3
- Two or more grades 3 with a grade 2 at **SL** Candidates will not be awarded the Diploma if they have any one of the following excluding conditions, regardless of the total points obtained.
- A grade of “**N**” in any component, or
- A grade of 1 in any higher level subject, or failure to complete **ToK**, EE or **CAS**



PHILOSOPHY AND VISION

Saskatoon Public School Division's International Baccalaureate Programmes' inclusive education policy is deeply rooted and aligned to the Saskatoon Public School Division (SPSD) Strategic Plan of "Known, Valued, and Believed in" of which academic excellence, character, engagement, and the well-being of students are the critical pillars.

The goal at all SPSP schools is to have intensive supports (IS) students in classrooms alongside their typically developing same-age peers to the greatest extent possible. SPSP is committed to fostering inclusion for all students, promoting a learning environment that provides meaningful involvement for all.

The belief is that programming and services will be provided to students in the least restrictive and most appropriate environment. (adapted from Administrator's Guide To Support Services)

INCLUSION POLICY

Removing Barriers

Barriers to learning often exist, external to the student, in the structural nature of the school and community. Saskatoon Public Schools' leadership, and all staff are committed to removing barriers wherever possible and consistent with our mission statement and the goals of the IBO.

Barriers to learning may be found in:

- School Organization and Resources
- Culture and Policy
- Approaches to Teaching and Learning
- Building and Physical Spaces
- Relationships among members of the school community

Through SPSP's strategic planning process and applying the guidance of resources such as Learning Diversity and Inclusion in the IB Programme (2016), barriers to learning will be identified and steps will be taken to address these barriers.

STAKEHOLDERS

To properly foster a climate of academic inclusion it is essential that each stakeholder knows their roles and responsibilities.

Though the responsibility is shared by the whole community, each member has a specific part to play:

School Administration

- Communicate Ministry of Education and school board expectations to staff
- Ensure that the identification and placement of students with intensive supports is done according to procedures outlined in the Education act, regulations, and board policies
- Consult with parents/guardians, central office staff and school staff to determine the most appropriate programming for students with intensive supports
- Organize time for learning and teaching that provides a broad, balanced and connected experience
- Ensure the development, implementation, and review of a student's Inclusion and Intervention Plan (IIP), including a transition plan if appropriate
- Provide management and supervision of Educational Assistants



PHILOSOPHY AND VISION

(Continued)

IB World Schools, ABC and BRC see valuing diversity and difference as a key aspect of becoming more internationally minded and endeavour to embody all the attributes of the IB Learner Profile. We have adopted an open admission policy, with the express intention of encouraging as many as students as possible to attempt the DP, while recognizing that it is not a good 'fit' for all. We encourage other students to consider the IB Courses route, one that can be enriching and helpful in many ways for their future.

We, as an IB Teaching Faculty work collaboratively with the whole school community and SPSD resources to realize the most inclusive learning environment possible.

Programme Coordinator

- Cooperate with Teachers to identify the learning needs of students entering into/in the Diploma Programme
- Facilitate access to IB Inclusive Assessment accommodations in accordance with "Candidates with Assessment Access Requirements" Through IBIS
- In collaboration with Administrative Team, Student Services, and Resource Team, identify and plan for the removal of barriers to learning
- Consult with all to review and revise Saskatoon Public Schools' Inclusion Policy as necessary

Teaching and support staff

- Carry out duties as outlined in the Education Act, regulations, and Board policies
- Ensure high quality instructional and behavioural supports are in place
- Collaborate with school team to develop and implement the Inclusion and Intervention Plan (IIP) of students with intensive supports
- Provide programming based on the educational needs, abilities, and achievement of individual students
- Monitor and communicate student progress to parents/guardians

Resource Teacher

- Assists classroom teacher with resources, strategies, and programming for Tiers II & III intervention
- Coordinate school-based team meetings and regularly scheduled TEAMS meeting
- Leads the team to determine the need for a student Inclusion and Intervention Plan (IIP) and make suggestions to supports required
- Case manage integrated programming for students with intensive needs

Special Program Teacher

- Design programming for students based on Inclusion & Intervention Plan (IIP) and/or Positive Behaviour Intervention Support Plan (PBIS)
- Follow ministry guidelines for Alternative of Functional Integrated programming for secondary students with intellectual disabilities
- Direct and collaborate with EAs

Language Learning

- See Saskatoon Public Schools' International Baccalaureate Language Policy



IB LANGUAGE POLICY

International Baccalaureate (IB) World Schools are required to have a written language policy. Bedford Road Collegiate (BRC) and Aden Bowman Collegiate (ABC) are IB World Schools offering the Diploma Programme. This document identifies our philosophy of language teaching and learning: to create open-minded and active learners who respect and embrace one another's cultural and linguistic differences. The policy includes the goals associated with Group 1: Language and Literature and Group 2: Language B. In addition, the policy outlines the provisions for Additional Language Learners.

LANGUAGE PROFILE

Aden Bowman's diverse population is reflected in the language profile of the students who attend the school. As of 2025, 79% of students identified English as their first language, Arabic, Bengali, Gujarati, Tagalog and Urdu are represented at 2% each. 40 other languages comprise the remaining 11% of households.

Bedford Road's diverse population is reflected in the language profile of the students who attend the school. As of 2025, 67% of students identified English as their first language, Urdu, Bengali, and Punjabi are represented at 1% each. Cree is represented at 0.04%.

PHILOSOPHY

- Language is central to learning, and all teachers are, in practice, language teachers with a responsibility to facilitate communication (Guidelines for developing a school language policy).
- Human language is unique in that it is not limited to a single mode (ex. written, oral); it is multi-form and dynamic, emerging and evolving across space, time, and subject areas.
- All subject areas rely on language not only for instruction, but for proper expression of knowledge claims. Mathematics and the arts, therefore, involve the acquisition and application of a unique language.
- All forms of language (written, spoken, symbolic, etc) are interconnected and reflective of our shared need to understand our world, understand each other, and make ourselves understood.
- Language learning promotes inter-cultural understanding.
- Language learning provides multiple perspectives through which we can better understand the world, other and ourselves.
- Language is central to the expression of self and must be valued as a part of the student's identity.
- Acquisition of language is a life-long process and is central to intellectual and personal growth.
- Staff must acknowledge the academic, social, emotional and linguistic needs of all students and work to support them within and outside of the classroom.
- Equity of access to IB courses is a fundamental right of all qualified students.



RATIONALE

In a learning community of such linguistic and cultural diversity, there is a need to share a common language to empower each student to participate in the life of the school. Thus, English language learning is central to being a part of the Saskatoon Public Schools learning community.

It is also of increasing importance for students to be provided meaningful opportunities to experience and learn additional languages or further develop their first language. This is recognized in the United Nations Convention on the Rights of a Child:

The education of the child shall be directed to [...] the development of respect for the child's parents, [their] own cultural identity, language and values, for the national values of the country in which the child is living, the country from which [they] may originate and for civilizations different from [their] own. (Article 29)

Saskatoon Public Schools has established a division-wide strategic goal that every student shall be “known, valued, and believed in”, and Bedford Road and Aden Bowman Collegiates are committed to this goal. As such, Bedford Road and Aden Bowman recognize and act upon the rights of students to receive education that does not discriminate based on language. The schools provide each student the opportunity for a language assessment to identify their needs and to assure that they are fully supported in having their needs served.

PRACTICES

Every teacher is a language teacher to the extent that every academic discipline requires the acquisition of subject-specific communication skills and understandings. Every teacher therefore works to help students become effective communicators using the modes and language of communication relevant to their area of study.

English is the working language of both Bedford Road and Aden Bowman collegiates and all students must complete courses in English literature in each year to graduate. EAL (English as an Additional Language) courses are available to students requiring support in their acquisition of the English language. EAL students are identified by the EAL teacher in consultation with classroom teachers and families, with the support of language assessments.

Both Bedford Road and Aden Bowman Collegiate offer core French Courses in grades 9-12. IB French ab initio, IB French SL, and French A – Literature (School-Supported Self-Taught) are also offered at Bedford Road Collegiate. German ab initio is offered to DP students at Aden Bowman Collegiate.

To assure proper placement within the IB DP, the following guidelines are employed:

- **French ab initio (SL):** students with “very little exposure” to the language (Language ab initio guide, IBO) and who demonstrate at best a basic ability in the language
- **French B SL:** “students with some previous experience of the target language” (Language B guide, IBO) and who demonstrate a strong foundation in receptive and productive skills
- **French A – Literature School-Supported Self-Taught:** Francophone students who demonstrate a high-degree of fluency, independence, and skill in literary analysis



LANGUAGE A – LITERATURE: SCHOOL-SUPPORTED SELF-TAUGHT

SSST students work in conjunction with the Group 2 teacher(s) to develop a syllabus and course structure aligning with the appropriate **IB** materials:

Language A: literature guide (first examinations 2021)

Language A: literature **SSST** student guide (2021)

Language-specific support in Language A: literature **SSST** courses (2021)

Prescribed reading list (<https://ibpublishing.ibo.org/prl/index.html>)

Language B:

Saskatoon Public Schools shares the **IB** mission to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (Language **B** guide, 2020) Therefore the belief is that language acquisition is vital to fostering the culture of understanding and respect. **BRC** offers **French B SL** and **French ab initio** in a blended environment.

Mother Tongue Language:

Aden **Bowman** Collegiate and **Bedford Road** Collegiate understand and appreciate the importance of preserving a student’s mother tongue and the integral role it plays in facilitating intercultural understanding and respect. It is important for students to use and preserve their mother tongue as it is an integral part of their identity and ability to learn. Students and parents are supported in doing so through the EAL departments at their respective schools and through practices at the **Saskatoon Public School Newcomer Centre**.



RESOURCES

AI Guidelines, **SPSD**, May 2025

AP 170 Local Authority **F**reedom of Information and Protection of Privacy

AP 140 Computer/Online **S**ervices Responsible Use

DP Approaches to **T**eaching and Learning (**F**eb 2015)

Learning **D**iversity and Inclusion in the **IB** Programme (2016)

Diploma Programme: **F**rom principles into practice (for use from August 2015)

Guidelines for developing a school assessment policy in the Diploma Programme

SPSD Administrative Procedures 360 and 361

SPSD **S**econdary Assessment Handbook

Administrator's Guide **T**o **S**upport **S**ervices

Language ab initio guide, **IBO**

Language **B** guide, **IBO**

Language A: literature guide (first examinations 2021)

Language A: literature **SSST** student guide (2021)

Language-specific support in Language A: literature **SSST** courses (2021)

Prescribed reading list (<https://ibpublishing.ibo.org/prl/index.html>)

Academic Integrity policy (published 2019)

Article 29 of the United **N**ations Convention on the Rights of the Child.



PUBLICATION

This document will be available on the **Saskatoon Public School's** division website, which can be linked to through the **Aden Bowman** and **Bedford Road** websites.

REVIEW

Updated: October 2026

These policies will be subject to regular review. Any changes or amendments must be presented to **School Administration** for approval and **IB** teaching staff for calibration of assessment practices. All practices will be shared with the school community through department meetings where review of common practices and curricular outcomes will be most relevant.