

**ADMISSIONS POLICY  
FOR THE INTERNATIONAL  
BACCALAUREATE DIPLOMA  
PROGRAMME**



# Index

<b>I. 1. The International Baccalaureate Diploma Programme at San Pedro and Villa Caritas Schools</b> .....	<b>3</b>
<b>II. Purpose of the Admissions Policy</b> .....	<b>3</b>
<b>III. Nature of the Diploma Program in our schools</b> .....	<b>3</b>
<b>IV. Profile of the applicant for the diploma program</b> .....	<b>3</b>
<b>V. Duration of the Diploma Program</b> .....	<b>5</b>
<b>VI. Structure of the Diploma Programme</b> .....	<b>5</b>
<b>VII. Assessment and Certification of the Diploma Programme</b> .....	<b>6</b>
<b>VIII. Admissions Process</b> .....	<b>6</b>
<b>IX. Comisión de Admisión</b> .....	<b>6</b>
<b>X. Number of vacancies</b> .....	<b>6</b>
<b>XI. Admissions Criteria</b> .....	<b>7</b>
XI.1 Academic performance (Progress Reports for Grade 9 and 1st Trimester of Grade 10)	
XI.2 Results of the applied external evaluations.	
XI.3 Results of Discipline Grade (Progress Reports of Grade 9 and 1st Trimester of 10th Grade)	
XI.4 Attitudes that respond to the student's VCSP.	
XI.5 Commitment made and signed by parents and students to comply with the General Regulations of the Diploma Programme.	
<b>XII. Schedule of Activities of the Admissions Process</b> .....	<b>8</b>
<b>XIII. Economic Responsibility</b> .....	<b>10</b>
<b>XIV. External Transfers</b> .....	<b>10</b>
<b>XV. Transfer Evaluations</b> .....	<b>10</b>
<b>XVI. Dissemination and Revision of Admission Policy</b> .....	<b>11</b>
<b>XVII. Exceptions</b> .....	<b>11</b>
<b>XVIII. Admission and Inclusion</b> .....	<b>11</b>
<b>XIX. Dissemination, Revision and Approval of the Admissions Policy</b> .....	<b>11</b>

# I

## ***The International Baccalaureate Diploma Programme at San Pedro and Villa Caritas Schools***

The Villa Caritas and San Pedro Schools identify themselves as a Catholic educational community, motivated by Sodalite Spirituality, which within the framework of a solid personalized and comprehensive education, work together with the family, offering a differentiated educational experience with spaces of co-education and high academic standards in a bilingual environment.

At the academic level, we aim to promote a solid academic educational proposal that meets international quality standards through the International Baccalaureate Diploma Programme and thus contribute to the comprehensive educational process that we seek to develop in students throughout their schooling.

In line with the philosophy of our educational project, the International Baccalaureate Organization seeks to promote, through its educational programs, that students are characterized by being people who are inquiring, supportive, informed and eager for knowledge, good communicators, with integrity, open-mindedness, bold and reflective. We seek to ensure that students contribute to creating a better and more peaceful world, within the framework of mutual understanding and intercultural respect.

# II

## ***Objective of the Admissions Policy***

The Admissions Policy of Villa Caritas and San Pedro Schools aims to establish the conditions that will be met by our students to participate in the Diploma Programme that will be offered by our educational institution.

# III

## ***Nature of the Diploma Program in our schools***

The Diploma Programme at Villa Caritas and San Pedro Schools is a demanding, stimulating, rigorous and balanced international education programme that constitutes an excellent preparation for higher education and life in an increasingly globalized and changing society.

# IV

## ***Profile of the applicant for the diploma program***

**Students who opt for the Diploma Programme (DP) offered by Villa Caritas and San Pedro Schools should have the following profile:**

- Adequate communication skills; being able to communicate using language appropriate to the situation.
- Ability to produce texts showing critical thought, consistency in writing, application of knowledge in terms of grammar and spelling.

- Creativity in the face of circumstances that require the search for solutions. Apply facts and principles to new situations.
- Ability to reflect, compare, interpret, deduce, analyze, synthesize.
- Sense of responsibility with regard to assigned tasks and/or situations.
- Honesty and integrity
- Ability to be positive leaders and able to adapt to changes in their context.

**The Diploma Programme (DP) will enable them to:**

- Develop and internalize attitudes in their daily practice that respond to the Profile of the Learning Community of the International Baccalaureate.
- Encourage spaces for interaction and collaboration with other students from a perspective focused on responsibility, academic and personal requirements, as well as a special emphasis on teamwork.
- Develop critical judgment, based on sound and adequately grounded, reasoned and ethical arguments and the development of a clear vision of openness to the world and culture to integrate leadership in their lives that seeks to promote significant changes in their environment.
- Develop the ability to learn to be, learn to learn, learn to do and learn to interact effectively in the learning environments in which they are located.
- To value learning as a fundamental element that favors the development of a comprehensive education.
- Develop the ability to question reality, pursue personal aspirations, set stimulating goals and persevere to achieve them.
- Encourage the enrichment of personal and cultural identity by acquiring an international mindset with a much broader perspective of their position in the world.
- Expand and deepen their knowledge so that they communicate with a good level of proficiency in the Spanish and English languages, understanding that language is a tool for the transmission of culture and knowledge.
- Access to an international certification, issued by the International Baccalaureate (IB), recognized by prestigious national and foreign universities that offers the opportunity to have a solid preparation, as well as the possibility of having specific academic benefits in university life (direct entry, scholarships and validation of courses).

## V Duration of the Diploma Program

The Diploma Programme (DP) at Villa Caritas and San Pedro Schools will last for two years and will take place in grades 11 and 12.

During grade 11 all students will take the Diploma Programme subjects within the regular curriculum. In this regard, the full range of subjects of the Diploma Programme is integrated into the general curriculum of the schools. Students who do not continue in grade 12 and therefore do not complete the Diploma Programme (DP) receive, at the end of grade 11, the Official Certificate of Studies issued by the Peruvian Ministry of Education.

During grade 12, only students who are part of the full Diploma Programme, and who have been selected based on the prerequisites established by the schools, will continue with the subjects, as well as the internal and external assessments for each of them and the fulfillment of assessment requirements for core subjects.

## VI Structure of the Diploma Programme

The subjects that will be offered in the Diploma Programme of the Villa Caritas and San Pedro Schools are:

### Standard Level:

- Mathematics: Analysis and Approaches
- Biology
- San Pedro Electives: Physics, Chemistry, Business Management and IT
- Electives Villa Caritas: Visual Arts, Drama, Business Management and Design Technology

### Higher Level:

- Language A: Language and Literature
- Language B: English
- History

### Core Components:

- Creativity, Activity and Service (CAS)
- Theory of Knowledge (ToK)
- Extended Essay

To develop the full Diploma Programme and opt for the official certification issued by the International Baccalaureate, students must complete and receive a passing score in the subjects of **Mathematics: Analysis and Approaches, Biology, Language A: Language and Literature, Language B: English, History and one of the subjects of the elective group. They must also meet the requirements of the three (3) core components of the Diploma Programme (CAS, ToK and Extended Essay)**. The International Baccalaureate Diploma Programme establishes as a minimum passing score 24 points out of a total of 45 points.

## **VII** *Assessment and Certification of the Diploma Programme*

Students participating in the Diploma Programme may apply to the International Baccalaureate Assessment System to obtain an International Certification issued by the IB. Access to this system will be carried out through the Coordination of the Diploma Programme of the schools and will be financially covered by the regular school pension.

At the end of grade 11, students will receive the Official Certificate of Regular Basic Education of the corresponding Secondary Level.

As part of the certification process, students must successfully complete all internal and external assessment requirements established by the Diploma Programme, as well as develop the curriculum for each of the aforementioned subjects and the core components.

## **VIII** *Admissions Process*

The purpose of the Admissions Process is to establish the group of students who will participate in the Diploma Programme of the Villa Caritas and San Pedro Schools.

This process begins with students in grade 9 and follows the corresponding schedule of activities detailed below.

The process of admission to the International Baccalaureate Diploma Programme is the direct responsibility of the members of the Admissions Commission.

## **IX** *Admissions Commission*

The Admission Commission is formed in each school by a team of five (05) people: the Academic General Director, Upper School Principal, Upper School Academic Coordinator, Upper School Psychologist and Diploma Programme Coordinator.

This committee is responsible for preparing the Table of Eligible Students who will participate in the Diploma Programme for each school, which must have final approval from the Head Principal for subsequent communication to parents or guardians.

## **X** *Number of vacancies*

The number of vacancies has been established at a range of 25 pupils per class, with flexibility to expand to a second group as required.

Schools promote the participation of all students in the Diploma Programme (DP) for the academic benefits it brings to their formative process. In this sense, we generate strategies that encourage their participation at the lower grades from the educational experiences they develop in the school environment.

As part of the process of disseminating this procedure, the Diploma Programme Coordinator will conduct informative, awareness-raising and introductory level meetings with students and parents in accordance with a timetable established and previously communicated to the educational community.

To ensure an adequate process of insertion to the program, schools establish a number of important criteria that will help the student perform successfully throughout the program. It should be noted that to start the complete selection process, the student must be enrolled in 9th grade.

The Admission Criteria established by the schools is:

### **XI.1 Academic performance (Progress Reports for Grade 9 and 1st Trimester of Grade 10):**

The student must demonstrate an average grade equal to or greater than 14 or A:

- In the final annual report of 9th grade
- In the final report of the 1st Trimester of 10th Grade

These scores correspond to the subjects that are part of the Diploma Programme from groups 1 to 5 (Spanish, English, History, Biology, Mathematics).

### **XI.2 Results of the applied external evaluations:**

The results of official IGCSE evaluations (10th grade) will be considered as part of the process.

Other external evaluations applied at the time of admissions to the Diploma Programme may be included. If applicable, the expected achievement level will be similar to that requested in the IGCSE.

### **XI.3 Results of Discipline Grade (Progress Reports of Grade 9 and 1st Trimester of 10th Grade):**

The student must demonstrate an average grade equal to or greater than 14 or A:

- In the final annual report of 9th grade
- In the final report of the 1st Trimester of 10th Grade

Likewise, the student must have demonstrated, over the years, a behavioral performance according to the profile of the VCSP student.

### **XI.4 Attitudes that respond to the student's VCSP**

These attitudes will be evaluated through personal interviews that are part of the admissions process.

## XI.5 Commitment made and signed by parents and students to comply with the General Regulations of the Diploma Programme

All parents and pupils, who have met the admission criteria set out in this policy and who wish to participate in the Diploma Programme, must sign the letter of commitment after becoming aware of the Rules of Procedure of the Diploma Programme.

## XII Schedule of Activities of the Admissions Process

The activities of the Admission Process shall be carried out according to the following timetable:

1. Dissemination Stage of the Admission Process	
Activities	Dates of activities
<b>1.1</b> Talk with parents or guardians about the requirements, advantages, demands and subjects of the DP by the DP Coordinators.	III Trimester 8th grade I Trimester 9th grade I Trimester 10th grade
<b>1.2</b> Induction workshops with students on the requirements, advantages, demands and subjects of the Diploma Programme (DP) by the DP Coordinators.	III Trimester 8th grade I Trimester 9th grade I and II Trimester 10th grade
<b>1.3</b> Submission of printed or digital information material to students and parents about the Admission process by the DP Coordinators.	III Trimester 8th grade I Trimester 9th grade I Trimester 10th grade
<b>1.4</b> Dissemination of activities of the Admission Process through e-mail, website, newsletter, APP and delegates by the DP Coordinators.	III Trimester 8th grade I Trimester 9th grade I Trimester 10th grade

## 2. Registration Stage for the Admission Process

Activities	Dates of activities
<b>2.1</b> Submission of surveys to parents and students to gather information on interest of participating in the Diploma Programme.	II Trimester 9th grade I Trimester 10th grade
<b>2.2</b> Analysis of compliance with the requirements for participation in the Diploma by the DP Coordinators.	II Trimester 10th grade
<b>2.3</b> Submission of a letter of invitation to all students who are eligible to participate in the Diploma Programme Admissions Process.	II Trimester 10th grade
<b>2.4</b> Submission of registration form by parents or guardians and students to the Diploma Programme Coordinators of each school.	III Trimester 10th grade

## 3. Admissions process

Activities	Dates of activities
<b>3.1</b> Submission of letter of intent by the student to the Coordinator of the Diploma Program by school.	III Trimester 10th grade
<b>3.2</b> Interview with the student and parents or guardians and the Coordinator of the Diploma Programme per school based on evaluation criteria previously established in a rubric.	III Trimester 10th grade

## 4. Results and Signing of the Letter of Commitment

Activities	Dates of activities
<b>4.1</b> Communication of the results of the Admissions Process to parents or guardians via a letter from the Coordinator of the Diploma Programme setting out the commitments undertaken.	III Trimester 10th grade
<b>4.2</b> Signing of letters of commitment by families and students.	III Trimester 10th grade

### **XIII** *Economic Responsibility*

The International Baccalaureate Diploma Programme involves significant economic investment, which includes the costs incurred both for the right to take part in official assessments and the implementation of the Programme.

This investment is covered by the regular school pension and therefore it is very important to ensure student's stay for the duration of the two years of the programme.

In this regard, the withdrawal of a student from the Diploma Programme (DP) after the registration process in official assessments (first trimester of year 12) brings with it the responsibility of the parents to assume the payment of the investment assumed by schools. This amount equals USD 1000 (Thousand US Dollars).

### **XIV** *External Transfers*

Villa Caritas and San Pedro Schools reserve the right to admit transfer students into the Diploma Programme. To participate in the full admissions process, it is a requirement that these students be enrolled from grade 9 and comply with all aforementioned requirements, which will be measured through a standardized academic evaluation and the report received from the school of origin. For students entering the 10th and 11th grade, the Admissions Commission will evaluate and define their participation in the Diploma Programme based on a higher academic rigorous process in transfer evaluations.

### **XV** *Transfer Evaluations*

The transfer evaluations meet the prerequisites for the start of the Diploma Programme in the higher grades. Given the importance of providing students with the opportunity to participate in the Diploma Programme (DP) under a structure, dynamics, and appropriate times, we will receive students from regular transfer until 9th grade. This will allow us to have the necessary time to carry out the admissions process to the DP with sufficient information on level of achievement of the student and the areas to be strengthened. In the case of students applying for 11th grade with DP, the Commission shall evaluate and define their participation in the Programme. In these cases, in addition to what is regularly requested (Secondary school progress report, considering discipline grades; results of assessments applied in instrumental areas; psychotechnical evaluation; and the interview with the family and the student), the following will be considered: (a) 2 letters of recommendation from teachers sent directly to the Coordinator of the respective Diploma Programme; (b) History essay; (c) and a student interview with the Diploma Programme Coordinator based on the VCSP profile. Since it is our intent and responsibility to provide our students with the complete Diploma Programme, the transfer processes will not take place in 12th grade.

## **XVI** *Dissemination and Revision of Admission Policy*

The Admissions Policy will be disseminated to the entire educational community through informative meetings and publications on the schools' website, the intranet, and the weekly newsletter. In addition, a printed copy of the information brochure will be delivered to parents and/or guardians.

## **XVII** *Exceptions*

In the case of students and families who have an interest in following the Diploma Programme (DP) and who do not meet any of the above-mentioned admission requirements, the student will be evaluated comprehensively, considering the quantitative and qualitative data collected, and it is within the purview of the Admissions Committee of the schools and of Head Principal to ultimately make exceptions to the established policy.

## **XVIII** *Admission and Inclusion*

Our educational project seeks, from its identity and vision, to provide a comprehensive education, which implies an inclusive viewpoint that allows us to meet the educational needs of all students. This commits us to respond to the characteristics of each of our students from a perspective focused on differentiation. Consequently, the Learning Support Services, as proposed in the Inclusion Policy, accompanies students with special educational needs by offering the appropriate inclusive access adaptations and, as suggested by the Diploma Programme, actively intervenes, and accompanies students and teachers to ensure the achievement of the proposed learning goals. In this way, our students could meet the admissions criteria and thus access the full Diploma Programme.

## **XIX** *Dissemination, Revision and Approval of the Admissions Policy*

The Admissions Policy of the VCSP schools was approved in March 2021 and is recorded as such in the minutes of approval.

This policy entered into effect in March 2021, and will be reviewed annually during the first five (05) years of implementing the Diploma Programme. Henceforth, the review will be carried out every three (03) years.

Any precision regarding the grading scale used is subject to the regulations established by the institution, which seeks to promote the pedagogical guidelines of the educational project, respecting the guidelines proposed by the Ministry of Education of Peru.

