

MSA Admission Policy

Purpose:

The purpose of this policy is to provide direction and guidance for parents/guardians on the admission of students into Mount Saint Agnes Academy (MSA).

Admissions:

At Mount Saint Agnes Academy we have a deep commitment to help each student reach his or her full potential and are appreciative of all parents who consider MSA as the school to provide their child's education.

Our admissions process encourages open communication between the school and the family. We want parents make an informed decision about all we have to offer at MSA. In turn, we want to learn all we can about your child, and their learning needs, in order to determine if MSA is likely to meet their needs. During the application process parents are asked to provide key information regarding strengths, interests and schooling experiences to date, including basic health screenings, and developmental milestones. All applicants must complete an assessment process with necessary documents for the proposed year of entry.

Enrollment:

Enrollment begins at the Early Learning Program (ELP) and is open to Grade 12. The different entry points are explained below:

- **ELP:** The student must turn 4 years old on or before December 31 of the year during which the child is registered.
- **Kindergarten:** The student must turn 5 years old on or before December 31 of the year during which the child is registered.
- **All other grade levels** are determined by the child's age at the time of application.

Alberta Program of Studies:

MSA uses the Alberta Program of Studies and is accredited with Alberta Education. Alberta Education requires that MSA maintains high academic standards and achievement. To maintain these high academic standards, MSA realizes that not all students would benefit from, or be successful in, the program that we offer. For the benefit of students in the school and in the interests of prospective students, MSA must be selective in its admissions and placement of students.

Guidelines:

In determining a student's admissions and placement at MSA, the Admissions Committee will consider the following:

- the student's admissions process and assessment.
- the student's past educational performance and experience.
- the potential for the student to be successful in his/her future studies at MSA; and the grade in which the student is applying to enter.

- Students will not be accepted into a grade beyond 1 year above/below their age-appropriate level.

Procedures:

Please find below the detailed admission process:

1. Complete the application form.
2. Pay registration fee via online transfer or at school.
3. Provide the following documentation at least 2 weeks before the evaluation:
 - child's birth certificate.
 - copy of last report card.
 - copy of any educational assessments or reports of support services (if applicable).
 - evidence of permission to reside in Bermuda if non-Bermudian.

The assessment date will not be scheduled until all the documentation has been provided.

4. Children are required to complete an assessment prior to being offered a place at MSA. The date will be communicated via email.
5. Results of the admission process will be shared via email.
6. Pay registration fee.

Parents needing further information are encouraged to contact the main office at msaoffice@msa.bm or (441) 292-4134.

Principles of Inclusive Education

Guided by Alberta Education's vision for an inclusive education system, these principles are key to guiding and informing value-based and learner-centered decisions related to policies, practices and actions at every level at MSA.

Anticipate, value and support diversity and learner differences – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

High expectations for all learners – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

Understand learners' strengths and needs – Meaningful data is gathered and shared at all levels of the system—by teachers, families and external support services—to understand and respond to the strengths and needs of individual learners.

Remove barriers within learning environments – All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.



MOUNT SAINT AGNES ACADEMY

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Email: msaoffice@msa.bm

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Build capacity – School leaders, teachers, staff, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments.

Collaborate for success – All education stakeholders, including school staff, families, and community partners are committed to collaboration to support the success of all learners.

Attending a Catholic School

The mission of MSA is to provide quality education in a caring, Christian environment. Our faith-permeated curriculum develops the whole child by teaching and nourishing them physically, mentally, socially, and spiritually. Students learn the importance of service, commitment, dedication, and self-discipline. This helps build their character and encourages academic success.

MSA is founded on Gospel values, is nurturing and strongly orientated towards family and community spirit. We seek the sense of inclusiveness that welcomes parents, students and staff to be part of a joint effort to give students the best education possible. We welcome all families who fully support the Catholic traditions and philosophy of the school.

Catholic schools place a strong emphasis on the social and emotional well-being of students, teaching fundamental skills necessary for wellbeing and life effectiveness. These skills improve the quality of learning and life of young people and the communities in which they learn and grow.

We welcome and accommodate all students, including those of different beliefs and those with no religious affiliation, while remaining true to the characteristic spirit of MSA and the Gospel values that motivate Catholic education.

MSA holds the right and duty to offer faith formation based on the values of the Gospel to Catholic students. We do not seek to convert or indoctrinate students with different religious beliefs or no religious affiliation into the Catholic faith. We invite students of different beliefs into dialogue with our programs.

When you send your child to MSA, your family becomes members of a special community. Like your children, your family will be enriched by the opportunity to grow in faith.

Learning Support Policy

Our fundamental goal is to be able to confidently provide quality, inclusive service and support for each child accepted. Therefore, it is vital to maintain a feasible balance of students' strengths and needs within each grade level based upon the resources and supports available.

Our Admissions Committee takes many factors into consideration when making the decision to accept candidates for our school. During the application process parents are asked to provide a wide range of





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information about their child so the applicant's strengths, interests, needs and schooling experiences to date are understood.

As a private, diverse and inclusive school, Mount Saint Agnes can support and accommodate a limited number of students who may have mild learning, or developmental challenges. We have experienced teachers and support staff as well as close partnerships with the additional services of external private and government support providers.

For acceptance in our Early Learning Program, we request information regarding any basic health screenings, and whether children have met their developmental milestones. If not we require students with such challenges to have been further assessed, have the early intervention supports in place and have a satisfactory level of independence. In addition to some academic basics, school readiness skills also include self-care (independent toileting and opening lunch boxes), attention and concentration, basic fine and gross motor skills, emotional regulation, language skills (have the communication skills to express basic needs) and social skills (engage respectfully with peers, teachers and materials, and follow age-appropriate directions).

If applying for all other years, likewise, we require students to have been assessed and be able to manage the rigor of our program with no more than mild supports or accommodations.

If a child is not accepted upon first application because the above requirements, we can provide guidance to families in finding quality support services. Parents are encouraged to reapply at a later date, once supports are in place and developmental requirements for the child to be successful in our learning environment are achieved.

