



# Ursula Franklin Academy Application Package

*Providing Choice Within Public Education*



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**[www.ufacademy.org](http://www.ufacademy.org)**



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## Admission Criteria

Every student who meets the criteria will be considered eligible for entry or lottery, should one be required.

### 1. Admission Assessment

The Admissions Assessment consists of: The Statement of Purpose; a Social Justice focused paragraph; and a science/numeracy assessment.

The Admission Assessment:

- a) Must be written at Ursula Franklin Academy
- b) Must:
  - meet or exceed Level 3 writing standards
  - meet or exceed Level 3 numeracy standards
  - articulate UFA's values and programs

### 2. Grade 8 Elementary Progress Report Card

The student must receive:

- Progressing Well or Very Well in all subjects, and
- Have Learning Skills Ranked as Good or Excellent.

### 3. Grade 7 Elementary Provincial Final Report Card

The student must:

- Not have failed any courses at the end of his/her Grade 7 year.
- Be meeting provincial standard in all strands of Mathematics and Language (Level 3)
- Have Learning Skills Ranked as Good or Excellent.

### 4. UFA's Values and Policies

The student and parent/guardian must agree to follow school values and policies (including the Uniform Policy).

### 5. Sibling Rule

An applicant is exempt from the lottery process if:

- Their sibling is in attendance at UFA in September, 2014; and
- The applicant meets the admission criteria.

**NOTE:** The Sibling Rule has been grand-parented effective September 2014. The sibling(s) of any student selected for admission for September 2014 will enter the lottery process as per all other qualified applicants.

## Application Requirements

Application packages may be obtained at our Open House on **November 5<sup>th</sup>**, at the main office or on **November 6<sup>th</sup>** at: [www.ufacademy.org](http://www.ufacademy.org).

### 1. Write the Admission Assessment

Please make an appointment with Estela or Joe-Anne at (416) 393-0430 to write the Admission Assessment.

The writing of the Statement of Purpose will take place at UFA on:

Wednesday	December 4 <sup>th</sup> , 4:00 p.m.
Saturday	December 7 <sup>th</sup> , 9:00 a.m.
Saturday	December 7 <sup>th</sup> , 11:00 a.m.
Wednesday	December 11, 7:00 p.m.

### 2. Submit a Complete Application Package

The Application Package must include:

- Admission Assessment
- Grade 8 Elementary Progress Report Card
- Grade 7 Elementary Final Provincial Report Card
- Optional Attendance Form (including signatures)

**Where possible, please bring completed packages on the date of the scheduled Admission Assessment. Only complete packages will be accepted. The FIRM deadline to receive all completed application packages is Friday, December 20, 2013 at 12:00 p.m.**

### UFA Admission Process Dates

**Friday, December 20, 2014 – 12:00 p.m. FIRM**

- Completed Application packages due at UFA

**Friday, January 17, 2014 – Lottery Draw**

**Monday, January 20, 2014 – Initial Offers**

- Letters will be sent to inform applicants of acceptance, or waiting list number or non-acceptance.

**Tuesday, February 18, 2014 – 4:00 p.m. FIRM**

- The **last** day to accept Initial Offer Acceptance. Parents or Guardians to confirm admission and complete the Course Selection Form.

**Friday, February 28, 2014**

- Last day for Wait List to be accessed.

**Note:** Wait List Offers will have 24 Hours to confirm or decline acceptance – **FIRM**.

**If the applicant fails to meet one of the criteria listed they will not be considered for admission.** Also, if the number of students who are eligible to attend UFA exceeds the number of spaces available in any given year, all eligible students will be placed in a pool for a random draw (lottery).

## **Admission Assessment**

### **Please Note:**

These guidelines are for your review. Please contact Estela Borges or Joe-Anne Arsenault at 416-393-0430 to book an appointment to write the Admission Assessment.

The Admission Assessment will be written at Ursula Franklin Academy on the following dates:

- **Wednesday, December 4<sup>th</sup>, 4:00 p.m.**
- **Saturday, December 7<sup>th</sup>, 9:00 a.m.**
- **Saturday, December 7<sup>th</sup>, 11:00 a.m.**
- **Wednesday, December 11, 7:00 p.m.**

At the Admissions Assessment students will be required to:

- Prepare a Statement of Purpose in response to the Take-Home Questions (below);
- Respond to one of three (3) In-Class Questions related to Social Justice;
- Complete a science/numeracy diagnostic assessment similar in format to the Grade 6 EQAO Assessment. Science/numeracy will be based on and assessed at the Grade 7 Ontario Curriculum level.

### **Applicant's Statement of Purpose**

The Take-Home Questions form the basis of the applicant's Statement of Purpose. In the Statement of Purpose applicants must make it clear that they wish to attend Ursula Franklin Academy. Applicants must also make reference to Ursula Franklin Academy's school values or program in their response. Content will be evaluated. The applicant's writing ability must be at or above a Level 3 (70%). The enclosed rubric will be used in the assessment of Statement of Purpose.

### **Statement of Purpose Take-Home Questions**

What do you think Ursula Franklin Academy offers you as a student that other schools may not offer? Why do you think Ursula Franklin Academy is a good school for you as a learner? What do you think you can contribute to Ursula Franklin Academy? Be sure to give specific examples of how you will contribute to our school community. You may wish to refer to past experience(s).

### **Social Justice In-Class Question**

The applicant must respond to one (1) of three (3) questions that will be provided at the Admission Assessment. The questions will be opinion based, and reflect the school's value of Social Justice. Content will be evaluated. The applicant's writing ability must be at or above a Level 3 (70%). The attached rubric will be used in the assessment of the In-Class Question.

### Science/Numeracy Assessment

As part of our specialization, Ursula Franklin Academy offers a rigorous science and math program. Our students are required to take a senior science course in addition to the two compulsory courses required for graduation.

The applicant must respond to ten (10) science/numeracy-based questions at Admission Assessment. There will be a combination of word problems and multiple choice questions, similar in format to the Grade 6 EQAO Assessment. The science/numeracy questions will be based on and assessed at the Grade 7 Ontario Curriculum level. The student's problem solving ability must be at or above a Level 3 (70%). Multiple Choice questions will be marked as correct or incorrect.

#### Sample Science/Numeracy Questions:

- 1) A Grade 8 class is having a science fair fundraiser. The class buys a large box of fair-trade chocolate. Two excited students get a head start on the selling. If one student sells  $\frac{3}{8}$ <sup>ths</sup> of a box, and another sells  $\frac{1}{6}$ <sup>th</sup>. What fraction of the box is left for the others to sell?
  - a)  $\frac{13}{24}$
  - b)  $\frac{11}{24}$
  - c)  $\frac{4}{16}$
  - d)  $\frac{1}{2}$
  
- 2) If  $U \times 4 = 12$ , and  $U - 10 + F = 0$ , what is the value of  $F$ ?
  - a) 6
  - b) -6
  - c) 0
  - d) 7
  
- 3) How might you set up an experiment to see if a liquid substance is a pure substance or a mechanical mixture?

## UFA Admission Assessment Evaluation Rubric – Statement of Purpose and Social Justice Response

Below Level 1		Criteria	Level 1	Level 2	Level 3	Level 4
	<b>Content</b>	<b>Awareness of Purpose</b>	Response does not relate to the question. Reader must labour to make connections.	Some of the response is directly related to the question(s), but may occasionally be off-topic.	Student demonstrates accurate understanding of the question(s) and frames response to answer directly.	Student shows a strong and thorough understanding of the question(s), and answer is directly responsive.
		<b>Relevance of Response</b>	Response lacks strong identification with school values.  Student's wish to attend UFA is not clear.  Student does not adequately convey comprehension of issues related to social justice.	Response shows some understanding of school values.  Student indicates a desire to attend UFA.  Response shows some comprehension of issues related to social justice.	Response is reflective of school values.  Student clearly indicates a desire to attend UFA.  Response shows comprehension of issues related to social justice.	Response demonstrates a thorough understanding of school values and program, and reflects student's identification with them.  Student's desire to attend UFA is clearly expressed.  Response shows a strong and thorough comprehension of issues related to social justice.
		<b>Classifying Ideas</b>	Supporting ideas barely relate to the topic.	Some details support the main ideas, but some may be off topic.	Student selects appropriate details to support main ideas.	Student chooses highly relevant evidence to support and develop ideas.
	<b>Writing</b>	<b>Developing and Organizing Content</b>	Little development of ideas. Content lacks a cohesive organization scheme.	Student employs some elements of organization (e.g. transition words). Some ideas are developed thoroughly.	Student appropriately expands on answer with relevant details. Uses a clear and identifiable means of organization (i.e., paragraphs, sentence order).	Organization is logical and supports the overall message. Supporting ideas are fully developed and tied to main ideas.
		<b>Tone/Awareness of Audience</b>	Voice/tone of the response is overly casual, colloquial or informal.	Voice/tone of the response is usually of an appropriate level of formality.	The response is written in a voice and tone appropriate to the occasion.	The response is written in a confident and individual voice that reflects an awareness of the appropriate formality.
		<b>Sentence Fluency</b>	Basic variety of sentence types. Somewhat choppy, stilted, or mechanical.	Some sentence variety. Frequent fluency.	Student employs a variety of sentence types to express ideas; there is an overall flow.	Student demonstrates a strong mastery of sentence variety and fluency.
		<b>Conventions (spelling, vocabulary choice, grammar, sentence structure, punctuation)</b>	Frequent errors in conventions, which interfere with meaning.	Several errors in conventions, which occasionally interfere with meaning.	Student demonstrates a strong grasp of writing conventions. Very few minor errors, which do not interfere with meaning.	Strong mastery of writing conventions. Virtually without error.



**Optional Attendance: Application for a Secondary Program at  
a School Outside the Resident Area  
(Includes Grade 9 program at Intermediate Schools)**

Date: \_\_\_\_\_

Student's Name \_\_\_\_\_ Birthdate: \_\_\_\_\_ M  F   
(Surname) (Given Names) DD/MM/YY

Student's Address: \_\_\_\_\_  
Street Apt. # Postal Code Telephone

Parent's/Guardian's Name: \_\_\_\_\_ Business Phone No.: \_\_\_\_\_

Home or Sending School \_\_\_\_\_ Present Grade: \_\_\_\_\_ Student's ID Number from  
Present/Previous School: \_\_\_\_\_

Requested School: \_\_\_\_\_ in Grade \_\_\_\_\_

Commencing: \_\_\_\_\_ Number of Credits Earned: \_\_\_\_\_

Does a sibling attend the requested school? Yes  \_\_\_\_\_ No   
Name of Sibling

Applicant's child will receive day care (if applicable) at: \_\_\_\_\_  
Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

What regular schools have you applied for under Optional Attendance? \_\_\_\_\_  
\_\_\_\_\_

What specialized school programs have you applied for? \_\_\_\_\_  
\_\_\_\_\_

Is applicant attending feeder school under Optional Attendance? Yes  No

Other Reason/ Further Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Conditions on the reverse of this form have been read and agreed to:**

**Signature of Parent/Guardian:** \_\_\_\_\_

**Signature of Student (18 years of age or older):** \_\_\_\_\_

**For Office Use Only:**

1. Signature of Current School Principal (or designate): \_\_\_\_\_ Date: \_\_\_\_\_  
(#1 to be completed before #2)

2. Decision: Accepted  Not Accepted

Signature of Requested School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: 1 copy: to parent/guardian when decision is made  
1 copy: to TDSB Home or Sending School

**Parents please note: Transportation is not provided for Optional Attendance students.**

**Please Note the Following:**

- 1) Priority of placement in the requested school will be based on a lottery if applications exceed the space available at the requested school.
- 2) If admitted, a student is expected to continue at the requested school until graduation.

**IMPORTANT DATES FOR THE SCHOOL YEAR BEGINNING SEPTEMBER 2013**

- a) Applications must be received by **Friday, 31 January 2014**.
- b) A lottery, if necessary, will be held the **first week in February 2014**.
- c) Parents/guardians or students 18 years of age or older will be informed of acceptance or non-acceptance prior to **Friday, 14 February 2014**.
- d) Parents/guardians or students 18 years of age or older must confirm the offer of admission by completing a course selection sheet by **Friday, 28 February 2014**.
- e) No student will be admitted into a junior high level for grade 9 and at all secondary grade levels through optional attendance after **Friday, 28 February 2014** unless the student does not have a timetable at another school.

**Note:** It is the parent/guardian's responsibility to deliver this application to the school or schools of choice.

**Notice of Collection**

*In accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act 1989, this is to advise you that the information you have provided is collected under the legal authority of the Education Act, R.S.O. 1980, Chapter 314, as amended, its regulations and memoranda, and Sections 117, 118 and 119 of the Municipality of Metropolitan Toronto Act, R.S.O. 1980, Chapter 314, as amended, and may be used as necessary in the normal operation of the Board of Education and its constituent parts. Information would be released only under proper authorization.*