



Schedule A

Standards for Delivery of K-12
Independent School Distributed Learning
in British Columbia

School Name

2014-2015

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Office of the Inspector of Independent Schools
Distributed Learning (DL)

CATEGORY	SUB CATEGORY	STANDARD	SUPPORTING EVIDENCE
1. Administration	1.1 Authority	<p>1.1.1 Authority must be established under the <i>Society Act</i> or designated under the Authority Designation Regulation.</p> <p>The School must be a classified independent school.</p>	<p>Documentation is in place reflecting good standing with the Registrar of Companies or Authority is designated by Cabinet and listed in the Regulation.</p> <p>The Authority has a signed agreement with the Minister.</p> <p>The Authority is in compliance with the <i>Independent School Act</i> and regulations.</p>
	1.2 Funding	<p>1.2.1 Ministry funds are to be used solely for operational expenses.</p> <p>1.2.2 Use of Third Parties</p>	<p>Equipment has been lent, not given to support the educational program</p> <p>No financial or material incentives are provided in the Authority’s publications to encourage enrollment.</p> <p>Payments have been made directly to third party service providers in accordance with the Distributed Learning Policy for Independent Schools.</p> <p>Materials, services and resources provided through a third party may only be for purposes relating to meeting learning outcomes as set out in the Educational Standards Order and are documented within the SLPs.</p>
	1.3 Learner Records	<p>1.3.1 Learner records must be complete and comply with the <i>Independent School Act</i> and any related regulations, orders or policies.</p>	<p>The Authority must have Student Records policy consistent with all applicable legal requirements, including but not limited to the retention of:</p> <ul style="list-style-type: none"> • permanent record 1704 form; • pertinent medical and legal information; • parent and non-graduated adult Learner legal residency verification, • legal verification of age (birth certificate); • two previous report cards, • Individual Education Plan (“IEP”) to support Learners when supplementary special education funding is provided; • any other information requested by the Province. <p>The administration of Learner records is compliant with <i>Personal Information Protection Act</i>.</p>

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	1.4 Ministry Reports	1.4.1 Authority must submit all data or information in accordance with the inspector <i>Reports, Records and Data Submission Order</i> , the <i>Distributed Learning Agreement</i> and any other requirements of the Province	Data reports required for submission include: <ul style="list-style-type: none"> • 1701: “Student Data Collection Form”; • Graduation “TRAX” information; • 1602 “Independent School Authority Information Data Collection Form”; • 1601: “School Data Collection Form”; • DL Student Achievement Data Exchange (SADE); • Statement of Per Student Operating Cost (SOPSOC).
	1.5 Policies	1.5.1 Policies are in place and implemented to reflect learning in a Distributed Learning environment. 1.5.2 Criminal Record Checks, undertaken in accordance with the <i>Criminal Records Review Act</i> , have been completed for all employees or contractors working with children.	The Authority should have appropriate policies and implementation strategies for Distributed Learning delivery relating to: <ul style="list-style-type: none"> • safety of Learners as appropriate; • municipal facility compliance where used for the delivery of the educational program; • teacher and principal supervision/evaluation; • professional development for teaching and learning; • the role of the parent or guardian, teacher and teacher assistant; • the prevention of bullying (including cyber-bullying) or discrimination; • an appeal process for Learners and parents or guardians of School Age Learners. <p>The Authority has evidence on file showing that (i) each employee and contractor who works with children has provided his or her authorization for criminal record check, and (ii) the Authority caused a criminal record check to be carried out for each of them</p>
	1.6 Hardware and Equipment	1.6.1 Hardware such as computers, tablets, iPads, and peripherals can be seen as an incentive and, therefore, must be owned by the school and loaned or rented from the school by parents/students. Schools will be required to calculate depreciation of IT	Schools will be required to have policies and procedures in place supporting the recovering and disposition of school property. DL school loan agreements will specify return dates, expectations and responsibilities for maintaining the equipment in good order, reductions in the third party allocation or cost to families, damage deposits, and any opportunities for parents and students to buy

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		equipment over a minimum of 3 years.	used equipment.
2. BC Teacher	2.1 Teacher Certification	2.1.1 The Authority must ensure that all teachers are Certified Teachers.	Teacher files include proof of current teacher status for the current school year, obtained from the BC Teacher Regulation Branch Online Register of Certificate Holders. Schools may be required by the Ministry to submit a current Certificate Verification Tool response file from the TRB upon request.
	2.2 Role of the Teacher	<p>he teacher is responsible for the curriculum and educational program, including its:</p> <p>2.2.1 planning,</p> <p>2.2.2 implementation,</p> <p>2.2.3 assessment</p> <p>2.2.4 and reporting out of Learner progress.</p> <p>Teachers incorporate a mix of modalities in their instruction in order to meet Learner need.</p>	<p>2.2.1 There is evidence that SLPs are developed by the teacher in conjunction with the Learner and/or parent or guardian of the School Age Learner.</p> <p>2.2.2 SLPs and submitted learning activities reflect a variety of learning styles.</p> <p>2.2.3 Teachers evaluate and assess Learner progress based on their professional assessment and where appropriate input from parents or guardians and the Learner is received. Assessment is both of learning and for learning; i.e., assessment is used to describe relative mastery but it is also used as a feedback tool to correct student misunderstandings and diagnose required remediation. It must be frequent and timely with teacher feedback and follow-up.</p> <p>2.2.4 Teachers are responsible for reporting assessment results and learner progress – both the quantity of work done and how that relates to ministry or authority learning outcomes as well as the quality of that work based on achievement indicators, rubrics, Performance Standards, and Quick Scales.</p>

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	2.3 Teacher and Learner/ Parent or Guardian Contact	2.3.1 The teacher has weekly contact with the Learner. The teacher has regular contact with the parent or guardian as needed.	Communication demonstrates regular and varying Learner/teacher interaction e.g. face-to-face engagement, online synchronous and asynchronous communications, text exchange through feedback on assignments and the use of email logs of teacher Learner contact.
	2.4 Role of the Parent or Guardian of School Age Learner	2.4.1 Parent or guardian has a supporting role under the direction of the teacher.	SLPs and assessment activities clearly reflect teacher direction. There are clear guidelines for parent or guardian reporting of Learner progress to the teacher.
	2.5 Teacher Assistant (TA)	2.5.1 The TA is an employee or contractor directly engaged by the Authority to support the teacher and Learner but does not replace the responsibilities of a teacher to plan, direct, assess and report on Learner progress. An authority will not enter into an employment agreement or contract with a parent acting as a TA.	Guidelines are established to distinguish the roles of the teacher, teacher assistant and parent or guardian. Employment or contract information, including criminal record checks, must be on file for all TAs.
	2.6 Tutor	2.6.1 The school is required to provide academic tutoring through its teaching staff and may not contract or pay for this as a third party service. 2.6.2 The school may only provide third party tutoring services when the tutoring is part of the student’s IEP.	The student must be reported as having special needs on the 1701 data collection and the student’s IEP must describe the tutoring services required.
3. Educational Program	3.1 Learner engagement in the program/ course	3.1.1 Funding for Learners is based on active engagement in the course	Authority is meeting the requirements in the Province’s Distributed Learning – Active Policy
	3.2 Delivery medium	3.2.1 The delivery medium for Learner/ teacher contact should have a significant electronic component.	Two-way communication between teachers and Learners is ongoing, individualized and utilizes a variety of modes. Evidence of communications includes a

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			<p>combination of email, telephone, face-to-face, computer-mediated conferencing, discussion boards, and Learner work submissions.</p> <p>The computer technology available enables the Learner to take the electronic version of both FSA and any graduation exams offered.</p>
	3.3 Course plans	<p>3.3.1 All Learners have SLPs.</p> <p>There are course overviews, where applicable, for curriculum approved by the Authority.</p>	<p>Each Learner should have an electronic or paper based SLP prepared by the teacher that includes content, learning activities, resources and assessment opportunities that leads toward graduation and links to the provincial learning outcomes.</p> <p>For common curriculum used by a significant portion of Learners, the Authority should provide a course overview that indicates how the curriculum meets the provincial learning outcomes or areas that need to be supplemented to fully meet the learning outcomes.</p>
	<p>3.4 Core Subjects</p> <p>Required Courses</p>	<p>3.4.1 All core subjects meet the provincial learning outcomes.</p> <p>All required courses in the graduation program meet the provincial learning outcomes.</p>	<p>Each SLP reflects the core subjects.</p> <p>There is documentation that specific content identified in the learning outcomes is being addressed.</p> <p>Learners are engaged in meaningful, constructivist, and problem-based inquiry-based activities.</p>
	<p>3.5 Non-Core Subjects</p> <p>Board Authority Authorized (“BAA”) Courses</p>	<p>3.5.1 All non-core subjects meet the Ministry curriculum organizers and provincial or Authority learning outcomes.</p> <p>All BAA courses must meet the ministry BAA template requirements.</p>	<p>Learning activities are approved and monitored by the teacher.</p> <p>Activities are based on clearly articulated learning outcomes.</p> <p>Achievement goals and strategies to reach them are clearly identified.</p> <p>BAA course verification page must be approved by the Authority and the Ministry (upon next inspection).</p> <p>SLPs demonstrate the linkage between the BAA course learning outcomes and the learning activities.</p>

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	3.6 Learning Activities	<p>3.6.1 Teachers incorporate a mix of modalities to address different learning styles.</p> <p>Teachers are responsible for the learning activities for Learner</p>	<p>Teachers select and use content and activities that include multiple modalities (e.g., visual text and auditory options are provided in lessons).</p> <p>Learning activities are adapted and modified to meet individual needs.</p> <p>Activities address a variety of learning styles and rates.</p> <p>Activities enable Learners to represent their work in various forms.</p> <p>Instructional strategies for learning are used, monitored and adjusted to ensure Learners are supported in their learning programs.</p>
3. Educational Program	3.7 Learner Assessment	<p>3.7.1 Assessment is frequent and ongoing and addresses provincial or Authority approved learning outcomes.</p> <p>3.7.2 Policies and procedures are in place to ensure that any assessments are completed by the Learner and no other person. Learners and parents or guardians of School Age Learners are informed of the need for academic integrity.</p> <p>3.7.3 Assessment is in relation to both Authority approved and provincially</p>	<p>Assessment uses appropriate technologies, supports learning and guides instruction.</p> <p>A range of strategies is used to evaluate learning.</p> <p>Assessment is integrated with learning activities.</p> <p>Assessment includes opportunities for Learner self assessment and also teacher assessment (to ensure authenticity of work). The BC Performance Standards are used as guidelines for assessment.</p> <p>The Authority is planning for and working towards 100% of Learners participating in provincial learning assessments (FSA).</p> <p>A variety of different invigilators and invigilation tools are used in assessments.</p> <p>Results of learning assessments undertaken by employees or contractors of the Authority are confirmed by provincial-level standardized assessments.</p> <p>Frequent assessments of progress toward learning outcomes are performed and recorded by a Certified Teacher.</p>

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		<p>required learning outcomes.</p> <p>3.7.4 Learners are informed of, and accommodated to participate in provincial-level standardized testing, provincial exams, and national and international assessments, or their equivalents, for the purposes of assessing the effectiveness of educational programs.</p> <p>3.7.5 FSA is administered according to Ministry guidelines.</p> <p>3.7.6 Provincial Graduation Examinations are administered according to guidelines as stated in the Handbook of Procedures.</p> <p>3.7.7 For examinable subjects in the graduation program, the maximum average differential between the final school marks and the provincial assessment marks shall not exceed 15%</p>	<p>Learners participate in learning assessments. Exemptions and absences are documented.</p> <p>Timelines for administering and returning FSAs are met.</p> <p>Invigilation requirements are met.</p>
	3.8 Report Cards	<p>3.8.1 Report Cards are issued in accordance with the <i>Independent School Act</i> and Inspector guidelines, and based on frequent and ongoing assessment by a Certified Teacher.</p> <p>3.8.2 Schools must provide a report card at least three times during the year that provides Learners and parents or guardians of School Age Learners with both quantitative and qualitative teacher</p>	<p>Authority must provide marks to the Ministry for Learners in a graduation program in a timely manner as required.</p> <p>Report cards show which SLP outcomes (both Authority established and provincially required) have been completed and to what degree.</p>

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		assessment of Learner progress towards completion of provincial learning outcomes.	
4. Special Education	4.1 Special Education Policy/Program	4.1.1 If the Authority enrolls, or identifies enrolled, Learners with special needs, it must develop a Special Education Policy consistent with the Ministry’s policy: <i>Distributed Learning – Requirements and Guidelines for Students with Special Needs.</i>	<p>Students with special needs are reported on the Form 1701 in the appropriate category, including categories K, P, Q, and R.</p> <p>The Special Education Policy is available to parents and Learners (for example online or in School Handbook).</p> <p>The Special Education Policy addresses admission, special needs assessment/identification, programs, and delivery of special education services.</p> <p>Processes and services are aligned with the Ministry Education document, <i>Special Education Services: A Manual of Policies Procedures and Guidelines</i></p>
		4.1.2 The Authority has a School Completion Certificate (Evergreen Certificate) Policy consistent with section 5.3 of the Educational Standards Order	Documented policy is consistent with section 5.3 of the Educational Standards Order and is available to parents and Learners.
		4.1.3 The Special Education program, established under the Special Education Policy, provides links with the Learners’ IEPs and the program offered by the school.	Evidence of links between Special Education program and Learners’ IEPs.
		4.1.4 The school has procedures (assessment instruments and resources) in place to diagnose learning challenges.	Documentation of procedures in place to diagnose learning challenges.
		4.1.5 The school has a Learner referral (for additional services)	Documentation of procedures in place for Learner referrals.

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		process in place.	
	4.2 IEP	4.2.1 IEPs are prepared for Learners by a Certified Teacher, who is part of a school based team, meeting all requirements set out under sections 5.11 to 5.2 of the Educational Standards Order.	IEPs on file for all students with special needs (including categories K, P, Q, and R) Evidence on file that IEP has been reviewed at least once in the past year and any necessary revisions have been made. Evidence on file of appropriate consultation. The Authority has on file Parent/Guardian Confirmation forms for all School Age Learners with IEPs
	4.3 Special Education Funding	4.3.1 The Authority has developed a Special Education Budget to reflect anticipated expenditures based on the Learners' needs identified in Learners' IEPs. 4.3.2 The school maintains control of and approval for all supplemental services provided by third parties in support of the Learner IEP.	Documentation of school and Learner level special education budgets. Documentation of administrative and service delivery expenditures. Documentation that services for Learners with special needs are being delivered on activation. Documentation on file that demonstrates that the school has approved all supplementary services for each Learner.