



Ministry of Education

Office of the Inspector
of Independent Schools

INSTRUCTIONS For Application Catalogue for Independent Schools

School Year 2016-2017

Please Note:

Completion of this application catalogue is required from prospective Independent Schools Application as part of the application process set out in the policy: [Establishing an Independent School](#)

- 1) The application catalogue is provided in MS-Word 97-2003 for Windows. Please ensure that you maintain the same font (Verdana 11), format, section breaks, numbering, tables, headers, and footers.
- 2) The application catalogue and appendices can be downloaded from the Independent Schools website at: http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm.
- 3) The application catalogue is designed to give the Inspector of Independent Schools factual information that is an up-to-date summary of the philosophy, administration, curriculum, facilities, resources and equipment in the prospective school.

WHEN DOCUMENT IS COMPLETED:

Please make one copy for your school's records and **email** the completed document to:

Office of the Inspector of Independent Schools:
EDUC.independentSchoolsOffice@gov.bc.ca

Upon submitting this information I, the authority or authorized representative, solemnly declare that the information in this document is accurate, current and complete.

****DEADLINE**
MAY 1, 2016**

COMPLETION OF THE CATALOGUE:

- **Some sections are only to be completed by schools seeking specific group classifications, please read carefully.**
- **Where there are brackets, respond within the brackets.**
- **Where there are Yes and No options, use check boxes.**
- **The amount of space provided for answers is not necessarily an indication of the length of the response required.**

Section 1 – General Information

1.01 School Authority (Group 1-4)

a. Describe how the authority and/or the school board (where applicable) intends to exercise its governance duties.

•

b. Official Registration Number: ()

Check one of the following:

- Under the *Society Act*
- Under the *Companies Act*
- With an Order in Council

c. Date of last Annual Report (if any): (Month/Date/Year) ()

d. Has the Authority registered a Business ID with BCeID Yes No

1.02 Additional Programs (Group 1-4)

a. At this time does the school intend to operate any educational programs in addition to its Kindergarten – Grade 12 program (e.g., pre-school, adult education, etc.)?

Yes No

If yes, describe:

•

b. Does the School's Authority intend to offer instruction by means of Distributed Learning (DL)? (Note: section 8.1 of the Independent School Act requires prior agreement with the Minister to offer DL programs)

Yes No

In a Kindergarten to Grade 9 program Yes No

Courses offered in Grades 10, 11 and 12 Yes No

c. Does the school intend to offer an ESL program? Yes No

d. Does the school intend to enrol international students? Yes No

Section 2 – School Facilities

2.01 School Building (Group 1-4)

- a. Year that original building was constructed: ()
- b. Year(s) of building addition(s): ()
- c. Does this school meet all current municipal/regional district codes*, regarding zoning, building, fire prevention, and health?
- Yes No If no, explain.
-
- d. Date of last inspection(s): (Month/Date/Year) ()
- e. Do school files contain current documented evidence that the school facilities comply with municipal/regional district requirements* for special purposes?
- Yes No If no, explain.
-

[Attach a **COPY** of a letter from the municipality/regional district* to the back of this application catalogue confirming that there are no compliance-related concerns regarding the school facility and property.

Note: A recent copy of an occupancy permit or equivalent is only required if the school has constructed a new building, building addition, or completed substantial building changes.]

- f. Name of Municipality:
-
- g. Name of Regional District:
-

h.

<p>*Note: For aboriginal on-reserve schools, equivalent Department of Aboriginal Affairs and Northern Development (DAAND) or architect approval is acceptable.</p>
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2.02 School Building and Grounds – actual or intended (Group 1-4)

- a. Describe or attach a sketch of the building and grounds, showing the building size, number of classrooms, specialized facilities, playing fields, equipment and size of school property.
-

2.03 Maintenance and Safety (Group 1-4)

- a. Describe procedures to be employed for building and grounds maintenance, and routine safety checks.

-

Section 3 – Educational Philosophy and Practice

3.01 Declaration

For Group 1-4

The school will comply with Section 1 of the Schedule of the *Independent School Act*, which requires that:

- a) *no program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of*
 - i) racial or ethnic superiority or persecution,
 - ii) religious intolerance or persecution,
 - iii) social change through violent action, or,
 - iv) sedition.
- b) *the independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and,*
- c) *the authority complies with the Independent School Act and its regulations.*

Group 1,2, or 4

The school has established an educational program that will comply with the instructional goals, time and program requirements determined by the Minister, as specified in the Educational Standards Order

The school will comply with the above declaration as they relate to the intended classification of the school: Yes No

3.02 Educational Philosophy, Objectives and Special Features of the School (Group 1-4)

Describe the educational philosophy, objectives and special features of the school, relating them to the curriculum, pedagogy, anticipated class size, anticipated grade divisions, policies and procedures.

-

3.03 Future School Plans (Group 1-4)

Briefly describe future school plans. Include any planned construction, program or grade level additions.

-

Section 4 – School Administration

4.01 Administrative Structure (Group 1-4)

Provide a brief description of the administrative structure within the school and key administration responsibilities.

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4.02 Principal (Group 1-4)

This information is collected by the Ministry of Education under Section 26 (c) of the *Freedom of Information and Protection of Privacy Act* and will be used to evaluate your application to establish an independent school. If you have any questions about the collection of this personal information please contact:

Policy Analyst
Office of the Inspector of Independent Schools
PO Box 9153 STN PROV GOVT
Victoria BC
V8W9H1
250 356-2508

- a. Years the intended principal has been:
- a teacher: ()
 - an administrator: ()
 - percentage of time the principal will have for administrative duties: ()

- b. Is the percentage of time sufficient to fulfill administrative duties?

Yes No

If No, describe:

-

- c. Type of certificate held by intended principal (include issue or expiry date):

-

4.03 Student Records (Group 1-4)

Has the school prepared policies and procedures to comply with the following:

- a. [Student Record Order](#) Yes No
- b. [Student Records: Requirements and Best Practice Guidelines for Independent Schools](#) Yes No

4.04 Personal Information Protection Act (PIPA) (Group 1-4)

Does the school have a written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school?

Yes No

Describe how this policy will be communicated.

-

4.05 Registered Homeschooled Children (Group 1-4)

If the school is planning to register home school students, describe the school's policy regarding services and resources offered to registered homeschoolers.

-

Describe how this policy will be communicated.

-

4.06 Utilization of Provincial Government Grants (only for schools seeking Group 1 and 2 certification)

If the school is intending to seek funding has it familiarized itself with the policy entitled: [Grants to Independent Schools](#).

Yes No

4.07 Bonding Information (only for schools intending a Group 4 designation)

a. Has the school familiarize itself with requirements of the [Bonding Regulation](#) as they apply to new independent schools? Yes No

b. Is a "Bonding Statement" included in promotional materials?

Yes No

4.08 Communication (Group 1-4)

a. List methods of communicating information:

- To staff (indicate the frequency of staff meetings):
- To parents/guardians:

b. Has the school produced a handbook for:

- Parents Yes No
- Staff Yes No

- Students Yes No

Comments:

c. Ministry Communication:

Describe how information from the following sources is will be shared within the school?

- Independent Schools e-Board:
- Who is responsible for reviewing e-Board postings?
- Direct email communication from the Office of the Inspector of Independent Schools:
- Does the school have its own email domain, or is it using a using free email (hotmail or gmail) accounts?

4.09 Appeals (schools seeking Group 1, 2 and 4 certification only)

- a. Describe the school's policy for dealing with appeals by parents regarding school decisions.
- Describe how this policy will be communicated.
- b. How does the school's policy reflect the principles described in the paper entitled, "*Procedural Fairness: Best Practices for Independent Schools*" (http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm)
-

4.10 Student Discipline (Group 1-4)

Does the school have written discipline policies and procedures?

- Yes No

Describe how this policy will be communicated.

-

4.11 Student Supervision (Group 1-4)

- a. Describe the practices/policies relating to the supervision of students:

In or around the school building (before, during and after school).

b. Describe the school's transportation/field trip safety procedures (walking trips, day trips and overnight trips).

•

Is there a written policy? Yes No

Describe how this policy will be communicated.

•

c. What is the school's policy regarding first aid/emergency training for staff members?

•

d. How will the school ensure student safety when using rented facilities (e.g., swimming pools, recreation centres, etc.) to fulfill educational program requirements?

•

e. Emergency Drills

Number of planned fire drills per year: ()

Number of planned earthquake drills per year: ()

Will there be any other emergency drills (lockdowns, emergency response plan, etc) implemented at this school?

•

f. Will the school have (or operate) its own bus (or bus system)?

Yes No

g. .If yes, has the school familiarized itself with the inspection requirements of the Ministry of Transportation.

•

h. Describe the measures taken to be taken to ensure the safety of students when using the bus system to transport students to and from school and/or on field trips.

•

Section 5 – Teacher Certification, Evaluation, and Professional Development

5.01 Certification of Teachers (schools seeking Group 1, 2 and 4 certification only)

Teachers:

Are responsible for the educational program of each student assigned to them, including responsibility for:

instructional planning,
delivery of instruction,
supervision of instruction,
student evaluation, and,
report writing.

All teachers teaching a subject that is reported out on student report cards must hold valid British Columbia teaching credentials issued by the Teacher Regulation Board (TRB) or by the Inspector of Independent Schools.

Teacher Assistants:

Are persons who may only be employed to assist teachers under direct daily supervision of teachers and are not responsible for the planning and delivery of the program and student assessment. Teacher assistants are not required to hold certification; but must have a valid criminal record check.

- a. How many teachers does the school intend to employ upon opening? _____
-
- b. Has the school familiarized itself with the requirements for teacher certification as they relate employees of Group 1, 2, or 4 schools? Yes No

5.02 Employers List – *Teachers Act* (Group 1-4)

Has the school familiarized itself with the requirements to submit an employee's list to the Teacher Regulation Branch as required under section 80 of the *Teachers Act*?

Yes No

5.03 Criminal Record Review (Group 1-4)

Has the school familiarized itself with the requirements for criminal record checks for staff who are not certified teachers, such as: administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, persons assigned other special tasks.

Yes No

Note: All employees working with children must have an independent search completed through the Ministry of Justice. <http://www.pssg.gov.bc.ca/criminal-records-review/>
Volunteers working with children may have their criminal record check completed by the RCMP or the authority may opt to have this done by the Ministry of Justice.

5.04 Professional Development (schools seeking Group 1, 2 and 4 certification only)

a. Orientation of new staff (specify procedures):

•

b. Number of professional days planned per year: ()

5.05 Teacher and Principal Evaluation (schools seeking Group 1, 2 and 4 certification only)

a. Does the school have a written teacher and principal evaluation policy?

Yes No

b. Describe practice and frequency of teacher and principal evaluation.

•

Section 6 – Educational Program: Curriculum and Instruction

6.01 Instructional Time Requirements (schools seeking Group 1, 2 and 4 certification only)

a. Complete the following chart, stating the proposed instruction hours per year.

Grade Level	Minimum Required Hours Per Year	Proposed Hours Per Year
Half day Kindergarten	450 hours	() hours
Full day Kindergarten	850 hours	() hours
Grades 1–12	850 hours	() hours

b. Hours/days per week: ()

c. Days in session, per year: ()

d. List holidays to be taken throughout the year, other than statutory holidays:

-

6.02 Groupings within the School (schools seeking Group 1, 2 and 4 certification only)

a. Describe how classes (grades) will be grouped in the school (e.g., K to 3, 4 to 7, multi-graded groupings, etc.)

-

6.03 Primary Program – Kindergarten to Grade 3 (Appendix 1). (schools seeking Group 1, 2 and 4 certification only)

Is the school planning to offer Kindergarten to Grade 3

Yes

No

If 'no,' proceed to section 6.04.

If 'yes,' complete the following:

Is the school planning to offer Full Day Kindergarten

Yes

No

Is the school planning to offer Half Day Kindergarten

Yes

No

Describe the following:

a. Delivery of Core Subjects:

- Math:
- Science:
- Social Studies:
- Language Arts:

b. Delivery of Non-core Subjects:

- Fine Arts:
- Health and Career Education K-7:
- Physical Education:

c. Student Assessment and Reporting:

d. Learning Assistance:

e. Additional courses offered:

f. Daily Physical Activity (30 minutes per day):

6.04 Intermediate Program – Grades 4 to 9 (Appendix 2). (schools seeking Group 1, 2 and 4 certification only)

NOTE: If the proposed delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this section (6.04) twice and identify the grade levels for each subject.

Is the school planning to offer Kindergarten to Grades 4 to 9

Yes

No

If 'no,' proceed to the next 6.05.

If 'yes,' complete the following:

Describe the following:

Grades () – ()

a. Delivery of Core Subjects:

- Math:

- Science:

- Social Studies:

- Language Arts:

- Second Language (where applicable):

b. Delivery of Non-core Subjects:

- Fine Arts:
- Health and Career Education K-7:
- Physical Education:

c. Student Assessment and Reporting:

d. Learning Assistance:

e. Additional courses offered:

f. Daily Physical Activity (30 minutes per day or 150 minutes per week for Grades 8 and 9):

6.05 Standardized Assessment Results (Group 1 and 2 schools enrolling students in Grades 4 and 7)

If the school plans to enrol students in grades 4 and 7 answer the following:

- a. Has the school familiarized itself with the requirements for administering the Foundation Skills Assessment (FSA). Yes No
- b. How will the school use FSA results to enhance student learning?
(see also Section 4.07 b)
-

6.06 2004 Graduation Program (Group 1, 2, and 4 schools enrolling students in Grades 10-12 only)

- a. Complete the 2004 Graduation Program chart for Grades 10-12 curriculum – **Appendix 3**
- b. Describe how the school calendar and timetable is developed to deliver the Graduation Program (linear, semester, trimester, etc.)?
-
- c. How will the school offering Planning 10?

-
- d. Describe how the school will assist students to complete the Graduation Transitions.
 -
- e. Describe how the school will enable students to meet the requirements for 150 minutes per week of Daily Physical Activity.
 -
- f. Is the school planning to offer Board/Authority Authorized (BAA) Courses?

Yes No

If yes, complete the following.

- All BAA courses have been developed according to the Ministry template [as outlined in the document, "Board/Authority Authorized Course Requirements – Procedures" (pages 5-8)] and the "Board/Authority Authorized Course Verification Page" is attached (available at http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm).

Yes No

- Course overviews have also been developed for each.

Yes No

- List Board/Authority Authorized Courses that are being offered, the ministry course code assigned to each, the board approval dates and the Ministry approval dates:

BAA Course Title	Ministry Course Code	Authority Approval Date	Ministry Inspection Approval Date (and by whom)

- g. Describe any additional programs to be offered to students (i.e., AP, IB, Apprenticeship, Career Preparation, etc.)
 -

6.07 Graduation Credits (schools seeking Group 1, 2 and 4 certification only)

- a. Describe the school's policy regarding the following options for obtaining credits.
 - Equivalency:

- Challenge:
- Independent Directed Studies (IDS):
- External credentials
- Distributed Learning
- Post-secondary credits

6.08 Student Progress Reporting for Grades 10-12 (schools seeking Group 1, 2 and 4 certification only)

Describe the method and frequency of student reporting to parents/guardians.

6.09 Special Education Programs (schools seeking Group 1, 2 and 4 certification only)

Is the school planning to enrol students who qualify for special education services

- Has the school developed a **Special Education Policy** to describe the delivery of special education services? Yes No
- Has the school developed a separate **Special Education Budget** to reflect anticipated expenditures based on the needs identified in the IEPs? Yes No
- Does the school provide **learning assistance support** for special education students who are not funded? Yes No

Describe:

- Does the school have a School Completion Certificate Policy/Program? Yes No

Describe:

6.10 Diagnostic and Referral Services (schools seeking Group 1, 2 and 4 certification only)

Indicate assessment instruments, resources, and procedures to be used to diagnose learning problems.

-

6.11 English as a Second Language (ESL) (schools seeking Group 1, 2 and 4 certification only)

Describe the school's program, if applicable.

-

6.12 Library Resources and Access (Group 1-4)

Describe library resources/facilities and student access to services.

-

6.13 Computer Utilization for Instructional Purposes (Group 1-4)

Describe type and number of computer units in use for instruction and administration. Where are they located? What programs do students use? How are they used?

-

6.14 Curriculum Implementation and Review (Group 1-4)

How does the curriculum review and implementation occur?

-

6.15 Student Counselling and Guidance Services (Group 1-4)

Is personal, academic and vocational counselling provided? If so, describe.

-

6.16 Additional Activities (Group 1-4)

Describe any additional student/school activities not listed in previous sections.

-

Primary Program Kindergarten - Grade 3 Appendix 1

Complete the educational program chart below.












Primary	Course Overviews/Outlines "x" if Course Overviews include:				
Subjects: List additional subjects taught, either under the appropriate category or under "OTHER"	Content	Planning for Assessment (formerly teaching strategies...)	Achievement Indicators (formerly Assessment Methods)	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
LANGUAGE AND CITIZENSHIP					
☛ Language Arts					
☛ Social Studies					
SCIENCE, MATH, AND TECHNOLOGY					
☛ Mathematics					
☛ Science					
☛					
PHYSICAL EDUCATION					
☛					
FINE ARTS					
☛					
☛					
HEALTH AND CAREER EDUCATION					
☛					
OTHER:					
☛					

Intermediate Program Grades 4-9 - Appendix 2

Complete the educational program chart below. Identify if other than ministry-designated divisions:
Grades ___ - ___.

Note: If the delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this Appendix twice and identify the grade levels for each subject.







Note: Instructional time percentages are based upon 850 hours of instruction. Calculation by schools providing more than 850 hours should be adjusted accordingly. Justifications should be provided for subject areas that are significantly below recommended percentages.

Intermediate	Instructional Time		Course Overview/Outlines "x" if Course Overviews include:				
	Ministry Recommended Time Allotment	School Time Allotment	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
Subjects: <i>List any additional subjects taught, either under the appropriate category or under "OTHER"</i>							
LANGUAGE AND CITIZENSHIP	35%						
 Language Arts							
 Social Studies							
 Second Language (Gr. 5-8)							
SCIENCE, MATH, AND TECHNOLOGY	30%						
 Mathematics							
 Science							
							
PHYSICAL EDUCATION	10%						
							
FINE ARTS (Gr. 4-7)	10%						
							
FINE ARTS (Gr. 8-9)	5%						
							
APPLIED SKILLS (Gr 8-9)	5%						
HEALTH AND CAREER EDUCATION	5%						
OTHER:	10%						
							
							

2004 Graduation Program (Grades 10-12) Appendix 3

Courses offered to meet graduation requirements	Course Overview/Outlines						
	"x" if Course Overviews include:						
<i>List courses under appropriate heading and complete chart for each course</i>	Credits	Hours of Instruction	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
REQUIRED COURSES (48 CREDITS)							
Language Arts 10:	4						
☛							
Language Arts 11:	4						
☛							
Language Arts 12:	4						
☛							
Social Studies 10:	4						
☛							
Social Studies 11 or BC First Nations Studies 12 or Civic Studies 11:	4						
☛							
Mathematics 10:	4						
☛ Apprentice & Workplace Mathematics 10							
☛ Foundations of Mathematics & Pre-calculus 10							
☛							
Mathematics 11 or 12:	4						
☛ Apprenticeship & Workplace Mathematics 11							
Foundations of Mathematics 11							
Pre-calculus 11							
Science 10:	4						
☛							
Science 11 or 12:	4						
☛							
Physical Education 10:	4						
☛							

2004 Graduation Program (Grades 10-12) Appendix 3

Planning 10:	4						
							
Fine Arts and/ or Applied Skills 10, 11 or 12 :	4						
							
Graduation Transitions:	4						
							
ELECTIVE COURSES (28 CREDITS)							
Ministry Authorized Courses							
							
							
							
BOARD/AUTHORITY AUTHORIZED COURSES:							
