

# 2021-22 INSPECTION TEMPLATE GUIDE (NEW for 2021-22)

This document provides more detailed instructions or background information and has been prepared to assist school administrators in completing the External Evaluation (EE) and Monitoring Inspection (MI) templates.

## Section Explanation/Comments:

### Principal/Head of School's Declaration and Approval

As Principal/Head of School you are responsible and accountable for making an accurate declaration of your school's status and inspection readiness. *The Ministry emphasizes to school authorities that false or inaccurate declarations may affect the school's certification status.*

Note: the term 'Head of School' or other similar terms are not set out in the *Independent School Act*. The terms 'Head of School' and 'School Principal' are used in different places, often based on day-to-day practice and custom, but generally the terms are used interchangeably when referring to the primary educational administrator and leader of a school. For Groups 1, 2, and 4, all teachers (and principals or Heads of School) are required to be certified by the Teacher Certification Branch in BC.

**Inspection Information:** Please indicate whether the school has added any grades to its educational program since the previous inspection visit. Information pertaining to the addition of new grade(s) will be expanded upon in Appendix C. Please note that those schools undergoing an EEC are required to complete Appendix C. Those schools who are undergoing a Monitoring Inspection are only required to fill out the sections in Appendix C that apply to this school year's newly added grade(s).

## Section 01: School Information

### 1.01 Standard Information

- The Ministry's school database has not yet been updated to reflect possibility of a 'Head of School' title and schools will need report the 'Head of School as the 'principal.'
- The School is required to update all its contact information on the inspection template as well as its School Contact information on the BC K-12 School and District Contact Information webpage (<http://www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do>). The Ministry's Stakeholder Engagement Team will send a request for any changes to your school's Authority via the DM Bulletin in early fall.
- Please provide information on which Student Information System the school uses. Note that the Ministry sees value in having all independent schools using the MyEducationBC student information system. A consistent sector-wide use of Ministry's SIS will enable the most consistent reporting on the Independent School Sector and will benefit schools and associations in terms of additional analysis that the Ministry is able to support

schools with. Currently, other common SIS applications being used by independent schools include, for instance DRUMS, MySchool, ManageBAC, Blackbaud, Powerschool, CAMS, SDS, etc.

- It is a statutory (legal) requirement for all independent schools' educational philosophies and programs to comply with the requirements of Section 1 of the *Schedule to the Independent School Act*. No school or program may, in theory or in practice, promote or foster doctrines of:
  - Racial or ethnic superiority or persecution
  - Religious intolerance or persecution
  - Social change through violent action, or
  - Sedition.

*The senior school administrator and educational leader (i.e., the School's principal or Head of School), as representative of the school's Authority, is required to confirm that the school is in compliance with Section 1.01 of the Schedule to the Independent School Act. Please note that a wrong representation will have a range of consequences – potentially affecting school certification or principal's (Head of School's) professional standing.*

## **1.02 School Authority Information**

- Accurately reflect the correct name of the School's Authority that is on record with the Ministry AND which currently operates the School. This is to ensure that the Ministry has up-to-date information and that the school authority registered in Ministry records has not been changed.
  - A school should advise Ministry in advance via email to our generic email address ([educ.independentschoolsoffice@gov.bc.ca](mailto:educ.independentschoolsoffice@gov.bc.ca)) of any change in authority. Relevant changes would be authority name changes or transition of a school between authorities.
    - Simple name change of the authority – for example “Generic School Society” wishes to change its name to “Generic Academy Society.”
      - Inform Ministry first, then contact the Corporate Registry to make the change, send us the new incorp info, we will update within Ministry data systems.
    - Transition between two authorities – for example “Generic School Society” wishes to relinquish control to “Other School Society.”
      - The current authority should inform Ministry in writing and we also require written confirmation from the other authority that they wish to accept responsibility for the school. We would need incorporation documents for the new authority as well. We would then review the transitional provisions of the Schedule to see if this is would be a transfer or whether we would require a new application.
  - In order to confirm that the School is in good standing with the Corporate Registry, it is required to provide proof of date of filing of the most recent Annual Report.

### 1.03 School Authority Financial Information

- The School is required to provide evidence of its charitable or not-for-profit status as per Section 4(1)(a) of the *Independent School Act* by filing with Canada Revenue Agency within six months of the most recent fiscal year-end. Please ensure copy of official filing of Form 3010 is available during the inspection.

#### **Bonding Information: *applicable to Group 4 schools only***

- The School is required to include bonding and refund information in its publications and promotional materials.
- For the first year of operation of a new Group 4 school, the School's refund policy needs to include provisions for fee and deposit refunds in the event the School closes or is required to close unexpectedly. This is particularly critical in the first year of operation because, despite their best efforts, not all schools have a successful start. If the Inspector of Independent Schools deems it to be a "failed start" then the school must be prepared to close in an orderly fashion and provide full refunds to students.
- Note, if the school has enrolled more than 20 international students by the September 30 (1601) student count, the school's Authority must contact the Ministry and adjust the required bond accordingly.
  - This only applies to a Group 4 school in its **first year of operation**.
  - The initial bond posting is for CAN\$100,000 to cover potential enrolment of a maximum of 20 students.
  - Inspectors will verify the student enrolment count as of September 30 (1601 report). If this count exceeds 20 students, then the School's authority will be required to submit an additional bond of \$5,000 per student (over the initially placed bond of \$100,000 for 20 students).
- Schools should be aware that a new [Group 4 Independent School Bonding Policy](#) has been released in August 2021. This stand-alone policy replaces the bonding-related information that was previously contained within the [Classification of Independent Schools Policy](#)
- *Schools with questions on the bonding process should contact: [EDUC.independentSchoolsOffice@gov.bc.ca](mailto:EDUC.independentSchoolsOffice@gov.bc.ca)*

### 1.04 Student Enrolment

- Inspectors should verify student enrolment counts for:
  - English language learners: This can be any student in the process of acquiring / learning English if the student's 'home' language is different.
  - International Students: International students attending for anything other than a short term program (i.e., less than six months) should have a student visas/study permit. The school should be prepared to provide inspectors with orderly international student files and records, including evidence of a study permit or a demonstration of short-term enrolment only if there is no study permit.

- Students with Diverse Abilities or Disabilities: These are all students requiring special needs services and are reported on 1701 as categories A, B, C, D, E, F, G, H, K, P, Q, and R.
- Students in Adult Graduation Programs: Group 4 schools are not permitted to offer these programs in the first year of operation and require prior Ministry approval in subsequent years. Group 4 Schools that have recently started an Adult Graduation Program should be able to provide evidence of Ministry approval.

### **1.05 Reconciliation and Declaration on the Rights of Indigenous Peoples Act**

Reconciliation is defined as:

The process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties.

It is the Ministry of Education Independent Schools Unit's expectation that independent schools actively work to promote Reconciliation with Indigenous Peoples and that schools support respectful and thoughtful Reconciliation activities among staff, students and school communities.

The Ministry intends to codevelop with Indigenous Rightsholders a section of the inspection report to gather information on the progress independent schools are making in promoting reconciliation with Indigenous Peoples. Once the new Section 1.05 has been developed, it will be included in future inspection templates. For schools receiving an inspection during the 2021/22 school year, there may be a requirement to submit this section of the inspection to the Ministry at a later date, depending on the section's completion. More information will be forthcoming during the school year."

The following resources may assist schools to ensure that they honour, respect, and protect all facets of indigenous human rights, including culture, identity, religion, language, health, education, and community.

[Declaration on the Rights of Indigenous Peoples Act](#) and [United Nations Declaration on the Rights of Indigenous Peoples](#)

### **1.06 Recent Changes**

- Please indicate whether there have been changes to School Leadership, facilities or to the School's Authority since the most recent inspection (EEC or MI) if this was not previously communicated to the Ministry.

### **1.07 Compliance/ Follow-up on most recent Ministry inspection**

- Please list the total count of each of the Statutory and Policy items requiring follow-up from the previous inspection and make all follow-up responses to the Ministry and supporting documentation available for review during the inspection.
- During this inspection, the Ministry expectation is that inspectors will review how the school has met previous follow-up requirements.
  - Depending on the nature of the changes made, the inspection team may require further follow-up as part of this inspection.

### 1.08 Added Grades / Program Evaluation

- During the full external evaluation (EEC), the entire program, including new additions to the school's program offerings, will be reviewed. Please indicate where the additions have been made to the school's educational program. The inspection team will review programs with changed offerings, including reviewing curriculum documentation and teacher interviews.

### 1.09 Adult Graduation Program

- Schools not currently offering an Adult Graduation Program must first receive Ministry permission prior to program delivery. Schools must be able to demonstrate at least one full year of successfully offering the regular graduation program and that the school has firmly established itself as offering a solid Graduation Program (in grades 10-12).

Please provide the inspection team with enrolment data for grades 10-12, student performance data for provincial Assessments in Numeracy and Literacy, graduation rates, and any other relevant information that provides the Ministry with confidence that the regular graduation program is well-established and successful. Upon review of the School's program, previous inspection compliance track record, and student performance, the External Evaluation Committee will make a *recommendation* to the Inspector for potential approval.

- Based on the school's request for permission and the EEC's recommendation, the Inspector will review the school's track record, inspection compliance history and decide on approval (and inform the school).

### 1.10 Summer School Programs

- Please indicate if the school offers Summer School for credit. If so, discuss curricular and time requirement compliance with inspectors. Please note that Summer School learning is not funded by the Ministry.
- Ensure that summer school courses meet curricular requirements and time allotments, and that all curricular documentation is in place for review.

## Section 02: School Facilities, Maintenance, and Safety

### 2.01 School Facilities

- Attach a COPY of a Municipal Compliance letter dated after January 1, 2016 from the local government/regional district to this Inspection Report confirming there are no compliance-related concerns regarding the school facility and property.
- For First Nations on-reserve schools, a similarly current (after January 1, 2016) equivalent statement from the Department of Indigenous Services Canada (DISC) or architect approval is acceptable. Band operated schools will need to confirm compliance with AAND Asset Condition Reporting System (ACRS) within the past three years.

- A recent copy of an Occupancy Permit or equivalent is required if, since the school's most recent inspection, the school has constructed a new building, building addition, or completed substantial building changes (which required a building permit).

## 2.02 Maintenance and Safety (This section addresses building safety concerns.)

- Safety equipment (extinguishers, alarms, etc.) must be checked annually. Please ensure recent inspection date on safety equipment is up to date for the current school year.
- Best practice is to make sure that schools log all safety related inspections and checks. Please have such a log available.
- Ensure all local Fire Department inspections are up to date.
- Ensure lead content in drinking water is tested once every three years and documentation is available for review. If mitigation was required, have school actions and subsequent tests documented and available during inspection.

## 2.03 Boarding Facilities

There are currently 13 independent schools that offer on-site student boarding facilities. For the Ministry, student safety is always of paramount concern and students who feel safe, protected, and well-cared for typically have better educational outcomes.

Furthermore, schools have a duty of care obligation to parents/guardians which includes boarding facilities. Parents and their children need to be assured that schools will maintain the safety and care of those students choosing to stay in residence. Schools have the obligation to ensure student safety and to provide adequate oversight. The Ministry expects that schools will take the necessary steps to demonstrate their due diligence in this area.

During the 2021-21 inspection cycle, the Ministry is gathering base-line information from schools.

## Section 03: School Improvement Planning (NEW)

### 3.01 Strategic Planning

Since September 2020, the Ministry has used the inspection process to begin engaging schools in discussions on the use of evidence-based decision making to support enhanced student learning and the ways in which this information can inform a school's strategic planning to support school improvement and enhanced student outcomes. This discussion started during the 2020-21 school year and now continues into the current 2021-22 inspection cycle.

The fillable chart in this section is intended to gather information from schools and to understand the degree to which schools are using provincial and school-based or other data sources and analyses that will feed into long term school improvement planning.

**Note – The Provincial Student Learning Survey is included in the list of potential surveys since some independent schools have historically participated in the survey. This survey is open to independent school participation and Independent schools interested in potentially administering the Provincial Student Learning Survey may contact the Ministry of Education for more information: [educ.independentschoolsoffice@gov.bc.ca](mailto:educ.independentschoolsoffice@gov.bc.ca)**

## Section 04: School Administration

### 4.01 Administrative Team

- Principals/Heads of School are expected to lead their schools on a daily basis and be present at the school to guide and provide educational leadership. If other arrangements (and delegation of responsibilities) are in place, please discuss with the inspection team.

## Section 05: Policies/Procedures

*The majority of these policy requirements are rooted in legislation and, if deficient, will appear in the report as Statutory follow-up requirements.*

### 5.01a: The school has established operational protocols and written policies or procedures pertaining to:

#### Child Abuse Reporting Protocols

- **NOTE:** it is everyone's duty to report actual or suspected child abuse.
- If individual school staff have reason to believe that a child or youth needs protection under section 13 of the Child, Family and Community Service Act, the matter must be promptly reported to a child welfare worker. Phone 1 800 663-9122 at any time of the day or night.
- If the child or youth is in immediate danger, school staff must call 9-1-1 or local police.
- If children and youth wish to talk with someone, schools need to make them aware of the Helpline for Children at 310-1234. The call does not require an area code. Calls can be made at any time of the day or night and can be made anonymously.
- **Once an investigation is launched by child protection services or police, school personnel are required to assist the investigation process.** Please ensure that for this purpose both the Appointed School Official (ASO) and an Alternate Appointed School Official (AASO) at the school have been officially identified. (The ASO provides assistance to law enforcement and/or MCFD when an investigation is required.) The AASO provides such assistance if the ASO is not available (or under investigation).

#### Student Records Protocols

- Schools are required to develop and implement a Student Record Policy that aligns with the recently updated [Best Practices Guidelines for Independent Schools](#). In July 2021, a slightly updated version was posted [pertaining to the legal requirement of disclosing student record information \(see note below\)](#).
- Ensure the School has a current Personal Student Record in place for each student currently enrolled or registered (home schooled children) with the School.
- Ensure the School has filed a Permanent Student Record (PSR) for each registered homeschooled child (if any) and that the inclusions section for each of these students lists 'homeschooled.'
- Ensure the School's student records contain up-to-date IEPs.
- Ensure Medical/Legal Alert indicators have been flagged on either 1704 physical or digital student records (such as MyEdBC or alternate Student Data Management system).
- Ensure accompanying documents (noted on the 1704 inclusions list) are also stored safely. (Section 5.01a)
- Ensure IEPs, Court Orders, or relevant medical documentation is listed in the inclusion section and that these documents are stored as safely and securely as the PSR itself
- Ensure that, for provincially funded students, the School has filed a parent/guardian declaration of being lawfully admitted to Canada and normally residing in BC.
- Ensure the School retains at minimum the past two years of student progress reports in the student file.
- Ensure the School is aware of the legal requirement to disclose student record information (and has procedures in place to provide the required information to support the delivery of health services, social services, or other support services without the need for prior parental consent – see [Student Records Order section 6\(1\)](#).
- Ensure the School has addressed safe student record retention (physical or digital) and 55-year PSR retention and that these records are preserved in cases of fire, theft or disaster.
- Ensure that all international students' records contain valid visas/study permits.
- Ensure (if applicable) that the School's Homestay Policy and Homestay application process is based on the 2018 Ministry Homestay Guide and requires the School's homestay agents to comply with the School's policy.
- Ensure student's family/guardian contact information is up to date.

### Protection of Privacy

- Note that the School is required to have a written PIPA (*Personal Information Protection Act*) Privacy Policy in place for the collection, use and disclosure of student, teacher and parent information collected by the School.
- Note that under PIPA legislation, the School is required to appoint a privacy and information-sharing officer.

## **Anaphylaxis Policy**

- Schools are required to manage anaphylaxis and are required to develop policy to ensure storage and accessibility of epinephrine autoinjectors (EpiPen etc.), protocols for fieldtrips, emergency drills, student responsibilities, and staff training.
- If there are no students with anaphylaxis enrolled, then the School should still be familiar with the Ministry's document [British Columbia Anaphylactic and Child Safety Framework](#) and in the event a student enrolls with anaphylaxis, then the School will be required to develop and operationalize the required policy and protocols.

## **Emergency Preparedness Protocols**

- All schools are required to develop a School Emergency Response Plan so that they are prepared to deal with school-wide emergencies. *(Please note that the absence of such a plan is a serious matter and will be required to be dealt with immediately.)* The [BC Emergency Management Guide](#) is an excellent resource for schools.
- Ensure that emergency drills and protocols for drill practices align with the [BC Emergency Management Guide](#) and reflect its recommended minimum emergency drill frequencies *(Fire drills 6/year, Earthquake drills 3/year, and Lock-down drills 2/year)* and that the school maintains a log of all drills in the school year.
- If the school experiences new student enrolments partway through the school year (often the case with semester-based enrolments), it is good practice to schedule additional emergency drills at the beginning of each semester to ensure newly enrolled students are familiarized with drill procedures. (Pay particular attention to ELL students to make sure they understand all procedures. Foreign students may not have awareness of B.C.'s emergency preparedness related to seismic events.).
- It is good practice to ensure that epinephrin autoinjectors (i.e., EpiPens) are taken along outside during emergency drills. (Making this routine behaviour will be good preparation in the case of a real emergency.).

## **Student Supervision Protocols (before, during, after school)**

- Note that schools are responsible for a child's/student's safety while under their care. Schools are required to develop/update and implement policies that ensure adequate supervision of students before, during, and after school and to ensure these policies and protocols are communicated to parents, students and teachers.

## **Field Trip (Student Safety) Protocols**

- Schools need to ensure policies and protocols are implemented to provide for the needs of students with medical or legal alerts (while at school or on school-sponsored trips). Include provisions for anaphylaxis and epinephrin autoinjectors management for in and out of school events.
- Schools need to ensure communication protocols for school/parent/guardian communications are developed in case of emergencies on local, national or international school trips.

Part of preparations should include:

- a) Collect and organize all relevant student contact information for such emergency communications.

- b) Have such information available.
- c) Pro-actively inform the Ministry if a school trip emergency develops.
- d) (See also the [Safe And Caring School Communities Policy - Section 3: Student Safety Communication Protocol.](#))

### **Harassment and Bullying Prevention (H&BP) Protocols**

- Note: Schools must have an Harassment and Bullying Prevention Policy (and it must be specifically named as such). Furthermore, the policy must specifically include the 5 elements of the Inspector's Order:
  1. A statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;
  2. A reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity;
  3. One or more statements about what is (i) acceptable behaviour, and (ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
  4. One or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
  5. A commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.
- Note: Schools need to ensure that their educational programs intentionally integrate bullying prevention topics and provide antibullying management and conflict resolution skills.

### **Special Needs Education (Students with Diverse Abilities/Disabilities) Protocols**

- When enrolling students with diverse abilities/disabilities, clear policy and practice transparency is important for all involved. Schools are required to develop and implement a school specific Special Education Policy describing the additional services a school can or cannot provide and any costs or cost-sharing that are associated with such services.
- Schools need to ensure that IEPs are required to be reviewed at least once a year; however, more frequent reviews are recommended.
- Schools offering the BC Grad Program are required to develop and implement a Completion/Evergreen Certificate policy to support students on modified programs.

Note: The Evergreen Certificate is ONLY to be used as a pathway toward graduation for students with diverse abilities/disabilities who are unable to meet the Dogwood requirements. This is typically the case for students

on modified programs and this pathway does not lead to a Dogwood Graduation Diploma (only to a School Completion Certificate). **It is NOT intended to be used by ELL students.**

- Schools need to ensure their special education programs and services are in alignment with the Ministry's [Special Education Services, Manual of Policies, Procedures and Guidelines](#).
- **Important:** Schools are required to ensure parents of students with special needs (diverse abilities/disabilities) designations have signed the [Special Education Funding: Parent/Guardian Confirmation Form](#)).

### Transportation Protocols

- Schools need to ensure their Transportation Safety Policy includes vehicle evacuation drills. (These drills need to be conducted at the beginning of each term/semester and as needed to ensure students are familiar with the process of vehicle evacuations).
- When using the services of third-party bus transportation companies, Schools need to ensure these companies have an evacuation process in place (with review of evacuation procedures prior to use of service).

### Cash Payment Policy

- Schools are required to develop a policy that minimizes fee payments in cash. The Federation of Independent School Associations of BC has a sample policy template available for FISA BC members.

### Water Testing Protocols

- The policy, [Testing Lead Content in Drinking Water of Independent School Facilities](#), sets water testing and policy development requirements for independent schools. (This link and the two other links below provide further contact information for relevant health authorities.)
- This policy is meant to ensure the safety of all students and staff and is applicable to online schools as well if they have any facility used by staff.
- All schools should have undertaken baseline testing by this point.
- School water testing policies must align with the Ministry policy, including:
  - working with the [appropriate Health Authority](#) to determine a testing program for their school facilities including a process for reporting test results to the Health Authority
  - a band operated school should work with and report to the [First Nation Health Authority](#)
  - developing, with Health Authority guidance, mitigation and communication plans in case of a test over the maximum allowable concentration of lead

- the communication plan should include notification of the Ministry of Education for tests over the maximum allowable concentration of lead
- retesting at least every three years
- **In the event that your school is due for renewed water testing during the 2021-22 school year, ensure this testing is completed at the start of the school year and mitigation strategies (if any) are implemented well before the school is inspected.**

## Section 05.01b: Operational protocols/procedures

*These policy/procedural requirements are largely operational in nature and, if deficient, will appear in the report as Policy items.*

### Student Discipline Protocols

- Schools are required to have a clear Student Discipline policy. Best practice is to have a policy that has gradually escalating and measured consequences.

### Appeals Protocols

- Schools are required to develop and publish to their audience (parents and students) a grievance appeal process that reflects the principles of procedural fairness and natural justice as described in the resource titled [Procedural Fairness: Best Practices for Independent Schools](#). This Appeal Policy is intended for parents/students to grieve/appeal administrative decisions made in relation to all of the school's discipline and operational decisions related to the entire program (including all matters relating to the operation of a Boarding program related procedures and protocols)
  - Some useful guidelines: A procedurally fair approach is to ensure that grievances are discussed at the point of origin and only escalate to a higher level when there is no satisfactory resolution. For instance, a typical appeal for a classroom behavioral issue and its consequences will gradually escalate (when no conflict resolution is achieved) from the classroom teacher through the administrative leadership up to the principal (Head of School). Without satisfactory resolution, a further appeal may go to the Board or Authority level. In some instances, an Authority may choose to constitute an ad hoc Appeal Committee to review the matter. At any level of appeal, the School needs to ensure that principles of natural justice and procedural fairness are upheld and that
    - no one should be made to judge their own decisions, and
    - appellants always have a right to a fair hearing in the matter.
- The Ministry expects schools to honour their appeal policy/protocol process throughout the process.

- Recognizing that independent schools often serve parent communities with specific cultures and values, the Ministry of Education encourages B.C.'s Independent Schools to develop or include dispute or grievance resolution processes that maintain procedural fairness and principles of natural justice and which reflect and honour the values of their member communities.
- If schools are FISA members, they may wish to include a reference to their FISA association's ombudsperson in the School's appeal process as an option for final review.

### **Anti-smoking protocols (including prohibition of vapour products)**

- Schools are required to develop a policy in alignment with the [Tobacco And Vapour Products Control Act](#) which addresses safety regulations and prohibition of both tobacco and vapour products in schools and near entry/exit points.

### **Principal/Head of School/Teacher Evaluation Protocols**

- Schools are required to implement a cyclical evaluation policy and evaluation instruments specific to Principal (Head of School) and teacher evaluations. Best practices include developing a professional growth plan that is based on leadership (or teaching) qualities that would benefit from strengthening. Authorities are advised that performance evaluations for Principal (Head of School) are best conducted by educators with leadership experience.
- Please make sure that all the school's performance reviews are on file and follow the school's policy in terms of evaluation frequencies.

### **International Student Protocols**

- Schools enrolling international students are required to review their Homestay Policy and Homestay application process (based on the [2018 Ministry Homestay Guidelines](#)) and require homestay agents to comply with the School's Homestay policy.
- Schools enrolling international students are required to apply the [International Student Graduation Credit Policy](#) (ISGCP). Pay attention to the definition of an 'international' student in this policy
- Schools are encouraged to initiate the International Student Study Permit renewal process three months in advance of the expiry date to ensure that a new study permit is in place as the current one expires.
- **NEW for Group 4 schools:** As per the [International Student English Language Learner or French Language Learner Assessment Policy for Independent Schools Policy](#) During the beginning of the 2021-22 school year, Group 4 schools are required to research and select appropriate English Language Proficiency assessments that will enable the schools to support ELL students upon enrolment. School will need to demonstrate preparations during fall 2021 inspections and implementation during the 2nd semester (January 2022).

- International student English Language Learners are those international students whose primary language is other than English and who are enrolled in independent schools with English as the primary language of instruction.
- International student French Language Learners are those international students whose primary language is other than French and who are enrolled in independent schools with French as the primary language of instruction.
- International ELL and FLL students may require additional services to develop their individual potential within BC's school system and meet the learning outcomes in the provincial curriculum.
- Each Group 4 school that enrolls international students is required to have an International Student ELL or FLL Assessment Policy to ensure that international students are appropriately assessed to support their learning.
- Schools should refer to English Language Learning (ELL) Standards when developing the school's ELL Assessment Policy.
- In addition to school-developed procedures, the school's ELL or FLL Assessment Policy should include the following elements:
  - Initial Assessment,
  - Ongoing school-based Assessment,
  - Supports for ELL or FLL International Students, and
  - Maintenance of ongoing records in relation to summative language proficiency assessments.
  - An initial assessment, to be completed as part of the student's application process for entry into a Group 4 school or within the first four weeks of the student's enrolment at the school, must be conducted in order to inform what level or types of language learning supports the student should receive.
- Schools enrolling international students into elementary or middle school grades may exclusively use school-developed ELL or FLL assessments.
- Schools enrolling international students into the graduation program (grades 10-12) are required to use a reputable, standardized, internationally recognized ELL or FLL Assessment.
- School policies should specify that ongoing assessments, consistent with the English Language Learning (ELL) Standards, will be undertaken to analyze language proficiency development based on the Province's summative assessment reporting requirements.
- The presence of a school's International Student ELL or FLL Assessment policy will be confirmed as part of the Independent School External Evaluation and Monitoring Inspection processes for Group 4 schools during the

2021-22 school year. Again, this policy is required to be operationalized no later than January 2022.

### Educational Resource Protocols

- Ever since the Ministry discontinued recommending learning resources, schools are required to develop an Educational Resource Policy that defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals from users of these resources. During inspections, Ministry will require the School to have both in place.

### School Closure Policy (new)

- Independent school closures can be caused by a variety of circumstances including a financial shortfall, enrolment decline, or damage to the school facility due to accident or disaster. The decision by an independent school authority to close a school should be made in a considered manner and should be supported by a school closure policy and plan to minimize the impact of any closure on the school community. School closure, particularly with short or limited notice, may have educational, financial, social and emotional impacts on students, families and school staff. Planning, communications, and awareness of legal and other requirements are key to reducing the impact on students, families, teachers and staff.
- School closure can also be the result of suspension or cancellation of a school's Certificate of Group Classification by the Inspector of Independent Schools due to non-compliance with the requirements for certification. The Inspector may cancel or suspend an independent school's Certificate of Group Classification if the school fails to maintain the standards and requirements for the certificate or breaches a condition of the certificate, or if it fails to comply with the ISA, regulations or orders made under the ISA, or a requirement of the Inspector. Independent school authorities are promptly advised by the Inspector of any issues that could result in the suspension or cancellation of a school's certificate to enable the school to respond in a timely manner. In exceptional circumstances a school may have its Certificate of Group Classification cancelled without an opportunity to resolve the issues of concern.
- Beginning in the 2021/22 school year, school authorities of all **new** independent schools are required to develop and maintain a school closure risk mitigation plan during the first five years of operation to minimize the impact of a potential school closure on the school community.
- At the discretion of the Inspector of Independent Schools, independent school authorities of schools deemed to be at risk of a potential school closure may be required to develop and maintain a school closure plan.
- All independent school authorities closing a school are required to follow the procedures described in this policy.

## 5.02 Anti-Bullying and Harassment Prevention Policy and Programs

- Note: not all Erase training courses may be offered in 2021-22 due to continuing pandemic restrictions. Please check the [ERASE website](#) in the fall for further updates.
- Minimum two people are required to have training, one of whom must be the Primary Safe School Coordinator (principal).
- Training must have been taken within the past 3 years. (Training completed in 2018/19 was current until the end of the 2020/21 school year and updated training is now required for the 2021-22 school year.)
- Note: Some schools may be in a transition period where a new principal may have started this school year and has not yet obtained the requisite Erase training. The School may wish to appoint a temporary Primary Safe School Coordinator (who has been trained previously) to support the principal while the latter is going to receive the required training during this year.
- However, in this situation, the School is required to
  - a. List the current principal as Primary Safe School Coordinator and
  - b. Require the principal (as Primary Safe School Coordinator) to complete appropriate Erase training and confirm compliance on or before March 31, 2022.
- **BASIC Violence Threat and Risk Assessment (Basic VTRA)**
  - This course may not be offered this year due to continuing pandemic restrictions. Please check the [ERASE website](#) in the fall for further updates.
  - Training must have been taken within the past 3 years. (Training completed in 2018/19 was current until the end of the 2020/21 school year and you will need to update during the 2021-22 school year.)
  - The school must have a Primary Safe School Coordinator (principal), **AND**
  - at least one of the following
    - Additional Safe School Coordinator at the School, or
    - Another Safe School Coordinator within the School Authority, or
    - The School's "Umbrella" Association's Safe School Coordinator
- **BASIC Digital Threat Assessment (Basic DTA)**
  - This course may not be offered this year due to continuing pandemic restrictions. Please check the [ERASE website](#) in the fall for further updates.

- Training must have been taken within the past 3 years. (Training completed in 2018/19 was current until the end of the 2020/21 school year and you will need to update during the 2021-22 school year.)
- The school must have access to at least one person who can support the school in Digital Threat Assessment.
  - Either Principal **OR** at least one of the following:
    - Additional Safe School Coordinator at the School, or
    - Another Safe School Coordinator within the School Authority, or
    - The School’s “Umbrella” Association’s Safe School Coordinator
- **Virtual VTRA/DTA Hybrid (replacing Basic VTRA and Basic DTA)**
  - **This course was offered in 2020/21 and replaces the two previous training requirements. It will potentially be offered again this year, please check the ERASE website for availability. (The name may change once the schedule is posted.) This course has been offered due to pandemic restrictions, and for the 2020/21 and 2021/22 school years will be accepted as sufficient training for both the VTRA and DTA requirements.**
    - The school must have access to at least one person who can support the school in VTRA/Digital Threat Assessment.
      - Primary Safe School Coordinator (Principal), OR
      - one of the following:
        - Additional Safe School Coordinator at the School, or
        - Another Safe School Coordinator within the School Authority, or
        - The School’s “Umbrella” Association’s Safe School Coordinator
- Furthermore, while the “Ensuring Safe and Caring School Communities” training is not required at this time, the Ministry strongly encourages all school staff members to avail themselves of the online course once it is available.

## Section 06: Teacher Certification

### 6.01 Certification of Teachers

- It is of the utmost importance that schools ensure their teachers are certified. This process can be lengthy in nature and should be undertaken immediately to ensure compliance.
- All teachers (including Principal/Head of School) at Group 1, 2 and 4 schools must hold a valid British Columbia teaching credential issued by the [British Columbia Teacher Certification Branch](#) (TCB).

- Note that Teachers are responsible for instructional planning and delivery, student evaluation and assessment, and progress reporting and communicating with parents.

## 6.02 Declaration by Representative for the School Authority

- **Note:** if the School employs inexperienced teachers on SR, SSR certification or on an LOP, the school is required to provide supports for these staff members throughout the school year. Suggestions include familiarization workshops on B.C.'s curriculum, professional development on student performance assessment, and regular mentoring and classroom visits and performance evaluations.
  - Schools are required to ensure all SR and SSR certified teachers have appropriate teaching assignments.
  - Schools are required to ensure that separate CRC certification has been received from the Ministry of Public Safety and Solicitor General for teachers whose TCB certificates are currently still in process.
  - Schools are strongly advised to continuously work with the teachers that still need TCB certification to make sure all required documentation has been submitted to the TCB for evaluation. **NOTE: If any documents are still missing, the TCB will NOT proceed with the application review process!**
  - Once the TCB has completed its review and indicates the applicant is eligible for certification, then the annual practice fee must still be paid. Applicants who are eligible but fail to make this payment will NOT receive certification and do NOT meet certification requirements until the TCB has ISSUED the certificate.
  - Schools are required to ensure that a Criminal Record Check (CRC) has been completed for all current (non-teaching) staff at the School working with children or students during their employment have current (no more than five years old) and valid criminal record checks on file under the Criminal Record Review Act completed through the Ministry of Public Safety and Solicitor General.
  - **Note:** The School may develop its own policy for CRC requirements for volunteers, but if choosing to do CRCs for volunteers then the School also needs to submit these CRC applications to the [Ministry of Public Safety and Solicitor General](#) (PSSG) and NOT the RCMP.
- Note: If there are employees without CRCs at the school, the School needs to immediately apply online with the PSSG and provide payment.***
- In the event that an employee has been denied the CRC clearance letter, the School is required to confirm to the External Evaluation Team that the individual is no longer employed by the School.
  - Schools need to ensure that those teaching with a Letter of Permission are provided mentoring, regular supervision, and participate in professional development opportunities with respect to pedagogy and B.C.'s curriculum.
  - Schools employing individuals who are teaching on an LOP, are required to discuss and submit a plan to reduce reliance on staff with LOPs in the current year and how they intend to continue LOP reduction in the following year. (Review strategies in relation to competitive salary and benefit levels, incentives, and marketing/advertising)

### 6.03 Professional Development

**Note:** for those teaching with restricted certificates (SR, SSR, SYR), schools need to ensure that these teachers are assigned within their designations. A teacher with SR - Math certification is not permitted to teach science or Social Studies or be a generalist elementary teacher.

- Teachers who are teaching on restricted certificates are subject matter experts. They have had no actual TCB approved pedagogical (teacher) training and therefore do not meet requirements for a Certificate of Qualification (COQ). Schools need to be committed to providing these teachers with professional development in the areas of the B.C Curriculum, Educational Standards Order and instruction, assessment, reporting, classroom management. Be prepared to discuss during the inspection visit.

## Section 07 – Educational Program: Curriculum and Instruction

### 7.01 Instructional Time Requirements

- Schools need to ensure they meet the Educational Standards Order requirements for instructional time allocations
  - According to the updated Educational Standards Order, for the 2021-22 school year, independent schools are required to provide a minimum of 850 instructional hours in grades K-12; (KG can be offered half-time with a minimum of 450 hours of minimal instructional time in a school year)
  - **Note:** *some schools run year-round programs. If so, these schools are still required to provide 850 hours of instruction during September through June. Group 4 schools also need to meet this ESO requirement and need to provide evidence in their school timetable and schedule. (Note: unlike groups 1 and 2 schools, group 4 schools do not provide this evidence through the ES Audit for funding purposes)*
- **For the 2021/22 school year:** Further to Government's [August 3, 2021 announcement](#) concerning the National Day for Truth and Reconciliation, the minimum hours of instruction have been reduced by 5 hours for the 2021/22 school year (and by 2.5 hours for students in half-day Kindergarten). Please note that school calendars may need to be amended to reflect this change. More details can be found in the amended [Minister's Order](#).

### 7.02 PHO requirements

- During the pandemic conditions and potential restrictions, independent schools are required to confirm their adherence to (and consistent implementation of) the Provincial Health Officer's requirements and Ministry of Education directives as per current stage of COVID restrictions/Restart Plan.

### 7.03 K – 12 School-wide Programs

### 7.03a Indigenous Educational Programs

- As British Columbia works towards Reconciliation with Indigenous Peoples it is the Ministry of Education's expectation that Independent Schools make concerted efforts to support Reconciliation through engagement with local Indigenous Peoples, where appropriate, and through decolonization and indigenization.
- Schools enrolling students who identify as being Indigenous (e.g., First Nation, Métis, Inuit) or having such ancestry, are required to describe how the School creates a sense of value and belonging for these students and how the School includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.
- Schools are also to describe the efforts they are taking to support Reconciliation regardless of their enrolment.

#### Useful resources include:

[Declaration on the Rights of Indigenous Peoples Act](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

### 7.03b Special Education (Inclusive Education) Programs

- Schools, when providing services to students with diverse abilities and disabilities, need to develop and maintain a separate Special Education Budget. During the inspection be prepared to share and discuss these budgets from the last two years.
- The School needs to ensure it reports on the 1701 the various categories, including codes K, P, Q and R and provides IEPs for these students.
- The School also needs to ensure transition planning is in place for students who plan to conclude their K-12 schooling.

### 7.03c English Language Learner

The School is required to ensure its ELL BAA courses meet the requirements of the new BAA template instructions relating to culture and language acquisition. [https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa\\_ell\\_template.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_ell_template.pdf) (Section 7.03d)

#### **7.04 Grades K-3 Primary Program, 7.05 Grades 4-9 Intermediate Program, and 7.06 Grades 10-12 Graduation Program**

It has been nearly a decade since the Ministry started the curricular transformation. Appendix C was designed to support schools in clearly understanding the documentation requirements demonstrating compliance with B.C.'s curricular modernization and shift to competencies-based education through the process of knowing, doing, and understanding.

During the 2021-22 school year, the Ministry will only require schools to complete Appendix C when being fully inspected for recertification (EEC). Schools due for a Monitoring Inspection will NOT be required to fill out Appendix C unless they have requested or require a Program Evaluation – in which case they only need to populate Appendix C in the section that pertains to the added grade(s).

- The Primary/Intermediate/Graduation Program curricular compliance documentation needs to include intentional inclusion of core competencies AND student self assessment of these competencies. This may be managed through teacher supports, especially with younger students, and needs to be part of the year-end student progress reports.
- All educational programs in K-12 must be in compliance with the Educational Standards Order and Ministerial requirements.
- In terms of the educational program, Curricular Competencies and Content also need to be reflected in the curricular compliance documentation. Please review Appendix C where it provides guidance.
- Remember, all funded independent schools already receive financial support for learning assistance (for students identified on 1701 with K, P, Q, R categories); this is automatically included in the operating grant.
- If the School offers Learning Assistance, provide insights into how you identify candidates for additional supports and how you assess student needs and provide the needed supports.
- The reporting framework as presented in the Student Progress Reporting Order is not prescriptive for independent schools; it is intended as a guide. It is entirely satisfactory if schools wish to adopt a progress reporting framework that is Authority approved and based on Schedules 1 or 2 or otherwise designed – as long as progress reports (formal and informal) are communicated with regular frequency.
- At the Graduation Program level, schools are required to develop instruments or documentation that demonstrates curricular compliance for their BAA courses – the new BAA Framework Template is required.
  - All Grade 10-12 BAA courses developed according to the new [BAA Framework Template](#).
  - BAA courses that are sequential have unique curricular components and do NOT repeat educational content.
  - BAA courses have adequate hours of instruction to warrant associated course credits.
  - BAA courses cannot be modified, bridging, or remedial versions of the provincial curriculum.
  - ELL BAA courses meet Ministry requirement to support students in acquiring proficiency in the English language and understanding of Canadian culture.
  - New/revised BAA courses do not significantly overlap provincial curricula content (but may overlap Big Ideas and Curricular Competencies).
  - BAA course titles reflect the content of the course, include Grade 10, 11, or 12 in the course name, and do not share names with Ministry developed courses.

## 8.0 Report Summary:

The report Summary is entirely completed by the inspector(s) and the following comments are provided for school administrators and authorities to understand the Report Summary (Section 8) structure.

### **Previous Inspection:**

After the inspector(s) have reviewed your completion of previous inspections' follow-up requirements, any remaining and outstanding follow-up compliance items from previous inspections (as identified in the current report's Section 1.07) will be listed in this section and will require immediate attention. These items will have a 4 week response deadline – similar to Statutory items.

### **Commendations:**

Following a full external evaluation (EEC), Inspectors may choose to comment on a commendable aspect of the School's inspection preparation and/or an outstanding program component(s). This is typically not the practice for the in-between Monitoring Inspections.

### **Recommendations:**

Recommendations are neither statutory or policy matters and may be thought of as best practice suggestions. In most instances, such recommendations are made verbally to school administration. Note that recommendations do not require compliance follow-up by the School.

### **Statutory Requirements:**

The School Authority is required to review the statutory issues listed by the inspection team and are required to confirm in writing to the Independent Schools Branch its compliance by a date no more than 4 weeks after the External Evaluation or Monitoring Inspection visit.

### **Policy Issues:**

The School Authority is required to review the policy issues listed by the inspection team and confirm in writing to the Independent Schools Branch its compliance by a date no more than 6 weeks after the External Evaluation or Monitoring Inspection visit.

Schools are strongly encouraged to take careful notes during the inspection's close-out meeting and start addressing the requirements immediately upon the conclusion of the inspection visit since the 4 and 6 week follow-up requirement deadlines are based on the inspection close-out meeting date.