



Group 1 and 2 independent schools receive an external evaluation at least every six years, with a monitoring inspection carried out by the Inspector or designate at least every two years. Monitoring inspection visits are approximately two hours.

The following items are reviewed during a monitoring inspection visit at Group 1 and 2 schools. You will be sent an electronic monitoring form in advance of the visit. Please fill out this document electronically and have it available electronically at the time of the monitoring visit. (Checkboxes can be electronically checked by double left-clicking on the box and selecting the 'checked' option.) The monitoring inspection will typically review the following items and this list is provided to assist you in preparing for the monitoring inspection.

Tour of school facility

Current student enrolment (K-7, 8-12); international student count; adult student count

1) Changes since the last External Evaluation/Monitoring Inspection in: _____

- a) Facilities
- b) Programs and Grade levels
- c) Administration structure
- d) Responses to Recommendations/Suggestions made in the previous External Evaluation Committee's Report or Monitoring Inspection visit.

2) School facilities/Municipal Requirements

- a) Facilities meet municipal codes (zoning, building, fire and health)
- b) Inspection by local officials Municipal school zone signs

3) Student/School Safety

- a) Physically safe environment for children (regular safety checks of building, grounds and playground equipment)
- b) Regular safety drills and frequency (Fire, Earthquake, and recommend Emergency Response Plan and Lockdown)
- c) Emergency Response plan for the school
- d) The school administration has reviewed the recently published best practice guides on information sharing (regarding child and youth mental health and substance abuse in BC from the Ministry of Health and the Ministry of Children and Family) and has started to work with service providers in an effort to collaboratively explore ways of putting these guidelines into practice with the school's community partners.
- e) Regular external inspections of fire extinguishers and alarm equipment
- f) Anti-bullying and harassment policy
- g) Child abuse reporting policy and staff training
- h) Anaphylaxis policy and protocols
- i) Facilities adequately maintained and clean
- j) Cloth towel dispenser units (if used, proper and well-maintained safety guards)
- k) Fire and earthquake safety procedures and frequency

4) School Philosophy and Administration

- a) The school is in compliance with section 1 of the *Independent School Act* Schedule
- b) The school has policies in place to strive to ensure that every child feels safe, accepted and respected. The school has developed an _____
- c) Authority is in "good standing" with the Registrar of Companies (if the school operates under the *Company Act* or the *Society Act*)
- d) Qualifying student audit procedures and name of auditor

- e) Grants received (Operating Grant, Operating Expenses, Special Education Grant, French Grant, etc.)
Note: Operating (non-capital) expenditures for the previous school year are in compliance with section 12 (3) and (4) of the *Independent School Act*. Financial statements for the previous school year should be available for examination.
- f) Special purpose and/or Conditional Grants (Ready Set Learn)
- g) Special Compliance with 12(3) and (4) of the *Independent School Act*.
- h) School policies, including:
 - Handling of sensitive information, access and disclosure of information, and transfer and storage of student records (see [Student Records Requirements and Best Practice Guidelines for Independent Schools June 2012](#))
 - Collection, use and disclosure of student, teacher, and parent information (PIPA)
 - Criminal Record renewal policy (minimally once every five years)
 - Services and resources offered to registered homeschoolers
 - Student Discipline
 - Supervision of students while away from school on field trips
 - Student safety when using rental facilities
 - Teacher and principal evaluations
 - Professional Development opportunities
 - Appeal/grievance policy
 - Options for obtaining credits: Equivalency, Challenge, Independent Directed Studies, External Credentials
 - Delivery of Special Education Services (Special Education policy)
 - ELL programs
 - International student programs and International Student Graduation Credit Policy
 - School Completion (Evergreen) Certificate Program – only available to those students who are unable to qualify for the Dogwood Diploma because of special needs.
 - Learning Resources Policy (NEW) Note: The Ministry of Education no longer conducts evaluation processes to recommend learning resources. For new curricula implemented beginning in 2016 and following years, most program guides do not include a list of Ministry recommended resources. Responsibility now rests with boards and authorities. The school authority is required to develop a Learning Resource Policy which defines the process and procedure for selecting and removing.

5) Educational Program

a) Funding information

Operating Grant (previous school year)	\$	Operating Grant Expenses (previous school year)	\$
Special Education Grant (anticipated current school year)	\$	# of students receiving Sp. Ed. Grants (current school year)	#
French Grant	\$	French Grant Expenses	\$

b) Instructional Hours:

Please count instructional time; including student exam days, learning activity days (track & field day) school community involvement days, ‘closed due to inclement weather’ days; and excluding non-instructional time such as lunch hours, teacher professional days, statutory holidays, and school holidays.

c) Teacher/Staff Information

- Instructional Staff - Teachers and Assistants, indicate headcount and FTE. Complete following table:

Staffing numbers	Teachers	Assistants
Headcount		
FTE		

- Valid British Columbia teacher certification - All teachers and principals employed in Group 1, 2, or 4 schools must hold valid British Columbia certification
- Teacher files - Teacher files should be available for review
- Teacher certification verification using the “TRB Response” file

- Evidence of completed criminal record checks for all staff working with children (*Note:* A binder with copies of criminal record checks would assist in the inspection of staff records).
- Staff turnover since last inspection

d) Student Records

Student record files should be available for review. Files should be current and contain the following:

Permanent Student Records

- 1704 form and listed Inclusions
- Verification of parental/custodial BC residency and Canadian citizenship/permanent resident status
- Copies of student progress reports for two most recent years
- Important testing assessment, referral and correspondence items
- List of registered home-schooled children

Additional Student Record Items

- Legal name (photocopy of birth certificate)
- Documented health concerns (allergies and other health concerns)
- Emergency contact numbers
- Doctor's name and contact information
- Care Card (optional – matter of school policy)

Student records should be stored in a manner that ensures preservation in case of fire, theft or disaster.

e) Curricular Compliance

Commencing with the 2016/17 school year,

- In K-9, schools are required to implement the new curriculum. The Ministry expects that schools will continue Pro-D around the curricular transformation and be in process of developing unit plans which draw on Ministry course objectives. The former 'course overviews' are no longer required, but schools are expected to develop their own curricular compliance documentation. It may be helpful to develop a basic 'Year-At-A-Glance' scope and sequence document to assist with planning instruction for the school year.
- In 10-12, schools are encouraged to explore the new 10-12 Draft Curriculum and to start planning for educational transformation in subsequent school years. Schools may remain with the current curriculum (and must retain up-to-date Course Overviews showing minimal content and link to Ministry IRPs), or may choose to start exploring the new draft curriculum and develop curricular compliance documentation that suits the school's educational philosophy and program. The Ministry is not expecting fully developed new unit plans during the exploratory 2016/17 school year but does expect school administration to manage the transition process and to ensure that the school's educational program is accountable for the new draft curriculum objectives (where implemented).

f) Special Education

- A Special Education policy directs the delivery of the program.
- Schools receiving Special Education Grants should have Individual Education Plans (IEPs).
- A Special Education budget supports the services provided by the school, including support services for high incidence students who are not additionally funded through special purpose special education funding.

g) Provincial Learning Assessment

- Foundation Skills Assessment (FSA) results for the past two years
- Grade 10-12 Provincial Examination results for the past two years
- The Ministry expects schools to maintain close correlations between school and exam marks, especially for international students.