External Evaluation Report

for Brick & Mortar Independent Schools

School Year 2019-20

# 

# For Schools:

* Pre-population of this External Evaluation Report is required from each Independent School Prior to an External Evaluation.
* Please do not fill in any information in the orange boxes; this space is for Ministry of Education use only.
* Please attach a copy of the School’s Teacher Certification Branch Certificate Verification Response file, dated September 2019, that lists the School's teachers with their current certification.
* Please attach a copy of a letter, dated 2019, from the local government/regional district to this External Evaluation Report confirming there are no compliance-related concerns regarding the school facility and property.

# Submitting this Report Template:

Upon completion of this Report Template, submit it with all of the attachments/submissions outlined above, to the Ministry of Education’s Independent Schools Branch in MS-Word using the following document naming and email subject line convention:

“<School Code> EEC Report for <School Name>”

Email the completed document to the Independent Schools Branch at:

[EDUC.IndependentSchoolsOffice@gov.bc.ca](mailto:EDUC.IndependentSchoolsOffice@gov.bc.ca)

\*DEADLINE for SUBMISSION: September 13, 2019\*

**Ver. 190716**

# Principal’s Declaration and Approval

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | |  |
|  | 1. **Principal’s Name:** | *Click here to enter text.* |  |
|  |  | |  |
|  | 1. **Phone Number (and extension)** | *Click here to enter text.* |  |
|  |  |  |  |
|  | 1. **B.C. Teacher Certification Number** | *Click here to enter text.* |  |
|  |  | |  |

|  |  |
| --- | --- |
| I, the Principal, acknowledge that by checking the box, I certify that the information in this External Evaluation Report is, to the best of my knowledge and understanding, complete and correct. The answers provided throughout the External Evaluation Report reflect the current status of the programs, operations, administration and staffing at the school.  The Principal will have available for the Inspection Team, copies of (a) the most recent monitoring inspection with its accompanying Ministry cover letter, and (b) a copy of the School’s official response. | |
| *I agree* | *I disagree* |

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|  | | | | | | |
|  | ***For Ministry Use Only*** | |  |  |  |
|  | Date(s) of External Evaluation: | |  | Ministry Chair and Team Member(s): |
|  | Click or tap to enter a date. | |  | *Click here to enter text.* |
|  |  | | | |
|  | Date(s) of Previous Inspection  (Monitoring and/or External Evaluation): | |  | Certificate Expiry Date: |
|  | Click or tap to enter a date. | |  | *Click here to enter text.* |
|  |  | |  |  |  |
|  | Recommend current Group Classification: | |  | Comment: |  |
|  | Yes | *No* |  | *Click here to enter text.* |  |
|  |  | |  |  |  |
|  | Representative(s) Present for the School | |  |  |  |
|  | *Click here to enter text.* | |  |  |  |
|  |  | |  |  |  |

# Section 01: School Information

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | 1. **School Name:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **Ministry School Number:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **School Address:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **City/Town:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **Postal Code:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **School Mailing Address (if different):** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **Website Address (if applicable):** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **School Contact E-mail:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **School Phone Number:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **Principal:** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **Principal E-mail (if different from School Contact E-mail):** | *Click here to enter text.* | |  |
|  |  | | |  |
|  | 1. **Group Classification:** | Group 1 | Group 3 |  |
|  |  | Group 2 | Group 4 |  |
|  |  | | |  |
|  | 1. **School in Continuous Operation Since:** | Click or tap to enter a date. | |  |
|  |  | | |  |
|  | 1. **School Semester indicator (as appropriate):** | Linear (Sep-Jun) | 3 Semesters |  |
| 2 Semesters | Summers |  |
|  |  | | |  |
|  | 1. **School Affiliation/Association (if applicable, indicate the School’s FISA membership association group)** | *Click here to enter text.* | |  |
|  |  | | |  |

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|  | **The school compiles with Section 1 of the Schedule of the** [**Independent School Act**](http://www.bclaws.ca/civix/document/id/complete/statreg/96216_01)**, which requires that:** |  | **For Ministry Use Only** |  |
|  | * 1. *No program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of:*      1. racial or ethnic superiority or persecution      2. Religious intolerance or persecution      3. Social change through violent action, or,      4. Sedition. | Yes  No | Yes  No |  |
|  | * 1. The independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located. | Yes  No | Yes  No |  |
|  | | | | |

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| --- | --- | --- | --- | --- | --- |
| 1.01: School Authority Information | | | | | |
|  |  | | **For Ministry Use Only** | |  |
|  | 1. **School Authority Name:** | | Yes | No |  |
| *Click here to enter text.* | |
|  |  | | | |  |
|  | 1. **Head of School Authority:** | | Yes | No |  |
| *Click here to enter text.* | |
|  |  | | | |  |
|  | 1. **Official Registration Number:** | | Yes | No |  |
| *Click here to enter text.* | |
|  |  | | | |  |
|  | 1. **Please indicate Under which your School Authority is incorporated:** | |  |  |  |
|  | Societies | | Yes | No |  |
|  | Note: Certificate of good standing from the B.C. Registry Services to be made available during inspection | |  |
|  | Date of last Annual Report: | Click or tap to enter a date. |  |
|  |  | | | |  |
|  | Business Corporation Act | | Yes | No |  |
|  | Note: Certificate of good standing from the B.C. Registry Services to be made available during inspection | |  |
|  | Date of last Annual Report: | Click or tap to enter a date. |  |
|  |  | | | |  |
|  | *Order in Council* (Authority Designation) or *Private Act* | | Yes | No |  |
|  | **Name of Act (if applicable):** | *Click here to enter text.* |  |
|  | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.02: Student Enrolment | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | |  |
|  | **Please list the total number of currently registered students by grade level** | | | | | | | | | | | | | **For Ministry Use Only** | |  |
|  | 1. **Elementary** | | | | | | | | | | | | |  | |  |
|  | **Kindergarten** | **Grade 1** | **Grade 2** | **Grade 3** | **Grade 4** | | **Grade 5** | | **Grade 6** | | **Grade 7** | **Grade 8** | **Total (A)** | Yes | No |  |
| *Click Here.* | *Click Here.* | *Click Here.* | *Click Here.* | *Click Here.* | | *Click Here.* | | *Click Here.* | | *Click Here.* | *Click Here.* | *Click Here.* |
|  |  | | | | | | | | | | | | | | |  |
|  | 1. **Secondary** | | | | | | | | | | | | |  | |  |
|  | **Grade 8** | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | |  | | | | | | **Total (B)** | Yes | No |  |
| *Click Here.* | *Click Here.* | *Click Here.* | *Click Here.* | *Click Here.* | |  | | | | | | *Click Here.* |
|  |  | | | | | | | | | | | | | | |  |
|  | 1. **Total Students** | | | | | | | | | | | | |  | |  |
|  |  | | | | | | | | | | | | **Total (A+B)** | Yes | No |  |
|  | | | | | | | | | | | | *Click Here.* |
|  |  | | | | | | | | | | | | | | |  |
|  | **Please list the total number, if any, of the following students:** | | | | | | | | | | | | |  | |  |
|  | 1. [**International Students**](http://www2.gov.bc.ca/gov/content/education-training/k-12/support/international-education) | | | | | Yes | | No | | **Total Number Enrolled:** | | | *Click Here.* | Yes | No |  |
|  | 1. [**English Language Learners**](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-english-language-learning-ell) | | | | | Yes | | No | | **Total Number Enrolled:** | | | *Click Here.* | Yes | No |  |
|  | 1. [**Non-Graduated Adult Learners**](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/adult-graduation-program) | | | | | Yes | | No | | **Total Number Enrolled:** | | | *Click Here.* | Yes | No |  |
|  | 1. [**Graduated Adult Learners**](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/adult-graduation-program) | | | | | Yes | | No | | **Total Number Enrolled:** | | | *Click Here.* | Yes | No |  |
|  | 1. [**Special Education Students (including K,P,Q,R designations)**](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/special-education) | | | | | Yes | | No | | **Total Number Enrolled:** | | | *Click Here.* | Yes | No |  |
|  | 1. [**First Nations Students**](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/k-12-funding-aboriginal-education) | | | | | Yes | | No | | **Total Number Enrolled:** | | | *Click Here.* | Yes | No |  |
|  | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- |
| 1.03: Recent Changes | | | | |
|  |  | | |  |
|  | **Outline the changes, if any, which have been made in educational programs, facilities, and administrative structure since the last External Evaluation** | **For Ministry Use Only** | |  |
|  |  | | |  |
|  | 1. **Educational program changes:** | Yes | No |  |
|  | *Click here to enter text.* |  |
|  |  | | |  |
|  | 1. **Facility changes:** | Yes | No |  |
|  | *Click here to enter text.* |  |
|  |  | | |  |
|  | 1. **School Leadership (administration):** | Yes | No |  |
|  | *Click here to enter text.* |  |
|  |  | | |  |
|  | 1. **School Governance (Authority/Board):** | Yes | No |  |
|  | *Click here to enter text.* |  |
|  |  | | |  |
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| --- | --- | --- | --- | --- | --- | --- |
| 1.04: Additional Programs | | | | | | |
|  |  | | | | |  |
|  |  | | | **For Ministry Use Only** | |  |
|  |  | | | | |  |
|  | 1. The School operates educational programs in addition to its Kindergarten - Grade 12 program (e.g., pre-school, adult education, summer programs, etc.). If Yes, describe below: | Yes | No | Yes | No |  |
|  | *Click here to enter text.* | | |  |
|  | | | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 1:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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# Section 02: School Building, Maintenance, and Safety

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2.01: School Building | | | | | | |
|  | **Note:**   * *Please attach a* ***COPY*** *of a Municipal Compliance letter dated 2019 from the local government/regional district to this External Evaluation Report confirming there are no compliance-related concerns regarding the school facility and property.* * *For First Nations on-reserve schools, the equivalent from 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 the school has constructed a new building, building addition, or completed substantial building changes since the school's last External Evaluation.* | | | **For Ministry Use Only** | |  |
|  |  | | | | |  |
|  | 1. Name of local government or regional district: | | | Yes | No |  |
|  | *Click here to enter text.* | | |  |
|  |  | | | | |  |
|  | 1. The School meets all current local government/regional district codes, regarding zoning, building, fire prevention, and health. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. Facilities receive regular inspections by local officials (Fire Department, etc.). | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. The local government compliance letter is attached to this submission electronically. | Yes | No | Yes | No |  |
|  |  | | | | |  |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| 2.02: Maintenance and Safety | | | | | | | |
|  |  | | | | | |  |
|  | 1. Maintenance and safety procedures are in place for buildings, school grounds, playgrounds, and perimeter grounds. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. The School conducts routine safety checks and other school mandated external inspections or reviews. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. Alarms, fire extinguishers and safety equipment are regularly inspected and serviced. | | Yes | No | Yes | No |  |
| Date of last inspection service: | Click or tap to enter a date. |
|  |  | | | | | |  |
|  | 1. Describe procedures employed for building and grounds maintenance, and routine safety checks. The School should log all safety checks and ensure follow-up and have Safety Log available for review during Inspection: | | | | Yes | No |  |
| *Click here to enter text.* | | | |
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| **For Ministry Use Only** | | | | |
|  | ***Section 2:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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# Section 03: Education Philosophy and Practices

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| --- | --- | --- | --- | --- |
|  | | | | |
|  | 1. Briefly describe the school’s educational philosophy: | Yes | No |  |
| *Click here to enter text.* |
|  |  | | |  |
|  | 1. Briefly describe the overall vision/mission of the school: | Yes | No |  |
| *Click here to enter text.* |
|  | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 3:* The School's educational philosophy, mission, and vision statements are consistent with the requirements of Section 1 of the Schedule of the *Independent School Act*.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
|  | | | | |

# Section 04: School Administration

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  |  | **For Ministry Use Only** | |  |
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|  | 1. Briefly describe the administrative structure within the School and key administration responsibilities: | Yes | No |  |
|  | *Click here to enter text.* |  |
|  | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| 4.01: Principal | | | | | | |
|  | 1. Percentage of time the principal has for administrative duties: | *Click here to enter text.* | | Yes | No |  |
|  |  | | | | |  |
|  | 1. Administrative time allocated is sufficient to enable the principal to fulfil their duties. If No, describe below: | Yes | No | Yes | No |  |
|  | *Click here to enter text.* |  |
|  |  | | | | |  |
|  | 1. The School administration ensures the school and its community is informed about the aims/vision/mission of the School. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. The School's administration promotes the school to be on a path of continuous improvement (teacher evaluation, teacher growth plans, review of standardized testing results, school improvement plans). Evaluations and Growth Plans to be available for review during the Inspection. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4.02: Student Records | | | | | | | | |
|  |  | | | | | | |  |
|  | **Permanent Student Record:** Indicate if the following record information is current and complete, according to [Student Records: Requirements and Best Practice Guidelines for Independent Schools](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/student_record_independent_schools.pdf): | | | | |  | |  |
|  |  | | | | | | |  |
|  | 1. Permanent Student Record (Form 1704) | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Copies of a minimum of the two most recent years of student progress reports | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Legal Alert (court orders, name change, etc.) or Medical Alert (epilepsy, anaphylaxis, etc.) boxes been checked off and related inclusions referenced in the inclusion section and included in the Permanent Student Record | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. the school uses digital student files. | | | Yes | No | Yes | No |  |
| If not MyEdBC, name of system: | | *Click here to enter text.* |
|  |  | | | | | | |  |
|  | 1. Legal name (photocopy of birth certificate or passport) | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Emergency contact numbers | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Doctor’s name and contact information | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Official names of parents/guardians with home and work contact information | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Verification that parent/guardian is (a) legally in Canada and (b) ordinarily resident in British Columbia (not applicable to Group 4 schools) | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Schools student record retention policy/procedures include 55-year retention of PSRs | | | Yes | No | Yes | No |  |
|  |  | | | | | | |  |
|  | 1. Describe the storage of Permanent Student Record files (or data systems) and inclusions to ensure safekeeping from calamities such as fire, theft, etc.: | | | | | Yes | No |  |
| *Click here to enter text.* | | | | |
|  |  | | | | | | |  |
|  | 1. The school appointed a [Privacy and Information Sharing Officer](https://www.oipc.bc.ca/guidance-documents/1438). | | | | | Yes | No |  |
| Name: | *Click here to enter text.* | | | |
|  |  | | | | | | |  |
|  | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| 4.03: Registered Homeschooled Children (*if applicable*) | | | | | | |
|  |  | | | | |  |
|  | 1. [Homeschooled children](http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools/homeschooling) are registered on Permanent Student Records (Form 1704) and assigned a PEN number. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. Homeschooled children’s records indicate in the inclusion section that the children are being homeschooled. | Yes | No | Yes | No |  |
|  | | | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 4.01 – 4.03:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
|  | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.04: Financial Information (*Group 1 and 2 Schools Only*) | | | | | | | |
|  |  | | | | | |  |
|  | The School has provided evidence of its charitable or not-for-profit status as per [Section 4(1)(a) of the Independent School Act](http://www.bclaws.ca/civix/document/id/complete/statreg/96216_01) by filing with Canada Revenue Agency within six months of the most recent fiscal year-end in one of the following ways. Copy of official filing to be available during inspection. | | | |  | |  |
|  | 1. Evidence of filing: | | Yes | No | Yes | No |  |
|  | annual information return (Form T3010) or |
|  | Not-for- Profit tax return (Form T1044) or Form T2 (*if incorporated*) |
|  | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 4.05: Bonding Information (*Group 4 Schools Only*) | | | | | | | |
|  |  | | | | | |  |
|  | 1. The [Fees and Bonding Statement](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/bond_form.pdf) for the current school year has been filed with the Independent Schools Branch by the required July 31, 2019. | | Yes | No | Yes | No |  |
| Submission date: | Click or tap to enter a date. |
|  |  | | | | | |  |
|  | 1. The updated bonding instruments were submitted on or before September 1, 2019. | | Yes | No | Yes | No |  |
| Submission date: | Click or tap to enter a date. |
|  |  | | | | | |  |
|  | 1. A declaration of the School's bonding is included in the school’s promotional materials. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. The School’s policy relating to the refund of school fees or other costs is consistent with any promotional or other informational material published or supplied by the authority. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | | | | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 4.04 – 4.05:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
|  | | | | |

# Section 05: Policies and Procedures

## Section 5.01: The School has written policies/procedures pertaining to:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | |
|  | **Requirements** | **School Declaration** | | | **Ministry Verification** | | | | **Ministry Comments** | |  |
|  |  | | | | | | | | | |  |
|  | **Communication (Handbooks)** | | | | | | | | | |  |
|  | * + Parent Handbook | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Student Handbook | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Staff Handbook | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Student Discipline Policy** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Anaphylaxis Policy** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Child Abuse Reporting** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Appointed School Official (ASO) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Alternate Appointed School Official (AASO) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Student Records Policy** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + PSR and inclusions stored safety | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + 55-year retention for PSR | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * Protection of Privacy Policy | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * Emergency Response Plan | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | **Emergency Drills Policy** | | | | | | | | | |  |
|  | * + Fire drills (recommended 6/year) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Earthquake drills (recommended 3/year) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Lockdown drills (recommended 2/year) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Appeals Policy** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Include the role of the Association Ombudsperson as a final step in the Appeals Process | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Student Supervision Policy (before, during, after school)** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Anti-smoking policies (including prohibition of vapour products)** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | **Field Trip (Student Safety) Policy** | | | | | | | | | |  |
|  | * + Provisions for medical issues (anaphylaxis, etc., on field trips) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Communications management of emergencies on field trips | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Harassment and Bullying Prevention (H&HP)** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Policy aligns with H&BP Order (includes all 5 elements) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Skills teaching is integrated into education program | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Principal / Teacher Evaluation Policy** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Copy of Principal Evaluation | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Sample copy of teacher Evaluation | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | * **Homestay Policy based on MoE (2018) guidelines** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + School or Agents comply with MoE (2018) Guidelines | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | **Grad program specific policies (if applicable)** | | | | | | | | | |  |
|  | * + School Completion | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  | * + External Credits | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  | * + Challenge/Equivalency | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  | * + Independent Direct Students (IDS) | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  | * + Distributed Learning | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  | * + Dual Credits | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  | * + International student Graduation Credit Policy  (if applicable) | Yes | No | N/A | Yes | No | | N/A | | *Click here to enter text.* |  |
|  |  | | | | | | | | | |  |
|  | * **Educational Resource Policy and appeal process** | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | **Transportation Safety Policy (if applicable):** | | | | | | | | | |  |
|  | * + Safety Procedures & Bus Evacuation Drills | Yes | No | N/A | Yes | No | N/A | | *Click here to enter text.* | |  |
|  |  | | | | | | | | | |  |
|  | **Water Testing** | | | | | | | | | |  |
|  | * + Initial testing completed | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | * + Mitigations (if any) addressed | Yes | No | N/A | Yes | No | N/A | | *Click here to enter text.* | |  |
|  | * + Testing Policy in place (with 3-year minimum retesting frequency) | Yes | No | | Yes | No | | | *Click here to enter text.* | |  |
|  | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 5.02: Anti-Bullying and Harassment Prevention Policy and Programs | | | | | | | |
|  |  | | | | **For Ministry Use Only** | |  |
|  | 1. The School participates in [ERASE](http://www.erasebullying.ca/index.php). | | Yes | No | Yes | No |  |
|  | 1. The School intentionally incorporates into its educational program anti-bullying strategies or additional programs to actively teach bullying prevention skills (e.g., Include: *Second Step*, *Virtues Program*, *Friends*, conflict resolution, etc.) | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | **ERASE STRATEGY TRAINING (Erase Bulling Programs)**   1. **Basic Violence Threat and Risk Assessment (Basic VTRA)**   Please note:   * Minimum two people, one of which must be the Primary Safe School Coordinator (principal). * Training must have been taken within the past 3 years (Training completed in 2017/18 will be current until the end of the 2019/20 school year). | | | | | |  |
|  | 1. Primary Safe School Coordinator (principal) | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  | **AND**   1. **at least *one* of the following** | | | | | |  |
|  | * + 1. Additional Safe School Coordinator at the School | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  | * + 1. Another Safe School Coordinator within the School Authority | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  | * + 1. The School’s “Umbrella” Association’s Safe School Coordinator | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  |  | | | | | |  |
|  | 1. **Basic Digital Threat Assessment (Basic DTA)**   Please note:   * The school must have access to at least one person who can support the school in Digital Threat Assessment * Training must have been taken within the past 3 years (Training completed in 2017/18 will be current until the end of the 2019/20 school year). | | | | | |  |
|  | 1. Primary Safe School Coordinator (principal) | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  | **OR**   1. **at least *one* of the following** | | | | | |  |
|  | * 1. Additional Safe School Coordinator at the School | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  | * 1. Another Safe School Coordinator within the School Authority | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
|  | * 1. The School’s “Umbrella” Association’s Safe School Coordinator | | Yes | No | Yes | No |  |
| Date completed: | Click or tap to enter a date. |
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| **For Ministry Use Only** | | | | |
|  | ***Section 5:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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# Section 06: Teacher Certification, Evaluation, and Professional Development

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| --- | --- | --- | --- | --- | --- |
| 6.01: Certification of Teachers | | | | | |
|  |  | | | |  |
|  | 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](https://teacherregulation.gov.bc.ca/) (TCB). **The School will be required to have on hand a valid “TCB Certificate** [**Verification Response File**](https://www.bcteacherregulation.ca/Employers/login.aspx)**” generated from the Employers area of the TCB website dated within two weeks of the External Evaluation.**  Teachers are responsible for the educational program of each student assigned to them, including responsibility for: instructional planning and delivery, student evaluation and assessment, and report-card writing and communication with parents. | | | |  |
|  | **Types of Certification** | **Number** | **For Ministry Use Only** | |  |
|  |  | | | |  |
|  | 1. Certificate of Qualification (COQ) Certification | *Click here to enter text.* | Yes | No |  |
|  | 1. Independent School: Professional Certificate | *Click here to enter text.* | Yes | No |  |
|  | 1. Independent School: Subject Restricted (SR) | *Click here to enter text.* | Yes | No |  |
|  | 1. Independent School: System Restricted (SYR) (Montessori or, Waldorf) | *Click here to enter text.* | Yes | No |  |
|  | 1. Independent School: School and Subject Restricted (SSR) | *Click here to enter text.* | Yes | No |  |
|  | 1. Number of teachers for whom the authority has a current Letter of Permission (LOP) | *Click here to enter text.* | Yes | No |  |
|  | 1. Interim Grade K-9 Restricted Certificate (NEW) | *Click here to enter text.* | Yes | No |  |
|  | 1. Number of teachers still in application process with Teacher Certification Branch | *Click here to enter text.* | Yes | No |  |
|  | **TOTAL:** | *Click here to enter text.* | Yes | No |  |
|  | | | | | |

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| 6.02: Declaration by Representative for the School Authority | | | | | | | | |
|  |  | | | | | | |  |
|  | 1. *All teachers at the School are properly certified with current TCB certification and, if teaching under an SR or SSR certificate, are teaching in the appropriate domains.* | | | | | Yes | No |  |
|  | 1. *All non-teaching support staff employed 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.* | | | | | Yes | No |  |
|  | 1. *Any teachers who are currently employed by the School Authority and whose certification applications are still being processed by the TCB, have:* | | | | |  |  |  |
|  |  | * + 1. *proof on file with the School that all required documents have been submitted to the TCB, and* | | | | Yes | No |  |
|  |  | * + 1. *have separate Criminal Record Checks cleared by the Ministry of Public Safety and Solicitor General.* | | | | Yes | No |  |
|  | 1. The School Authority confirms compliance with the above declaration. | | | Yes | No | Yes | No |  |
|  | Name: | | *Click here to enter text.* | | | Yes | No |  |
|  | Position: | | *Click here to enter text.* | | | Yes | No |  |
|  | | | | | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 6.01 – 6.02 + Appendices A & B:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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| 6.03: Professional Development | | | | | |
|  |  | | | |  |
|  | **Describe** types of professional development the school participates in | | Yes | No |  |
| 1. During current school year: | *Click here to enter text.* |
| 1. Number of professional development days per year | *Click here to enter text.* |
|  |  | | | |  |
|  | 1. Describe how the School is collaborating with educational partners: | | Yes | No |  |
| *Click here to enter text.* | |
|  |  | | | |  |
|  | 1. Describe how student performance data (Foundations Skills Assessment / Numeracy and Literacy Assessment Results) informs professional development opportunities at the School: | | Yes | No |  |
| *Click here to enter text.* | |
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| 6.04: Teacher and Principal Evaluation | | | | | | | |
|  |  | | | | | |  |
|  | 1. The School has a teacher evaluation policy. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. The School has a principal evaluation policy. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. The teacher/principal performance evaluations lead to professional growth plans and the development of goals and expectations in following years. | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. Are performance evaluations conducted according to school policy timelines? | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. When was the principal last evaluated? | Click or tap to enter a date. | | | Yes | No |  |
|  |  | | | | | |  |
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| **For Ministry Use Only** | | | | |
|  | ***Section 6.03 – 6.04:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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# Section 07: Educational Program: Curriculum and Instruction

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| 7.01: Instructional Time Requirements | | | | | | | |
|  |  | | | | | |  |
|  | As per ES-Audit FAQs, you may count hours of attendance for scheduled student examination days, learning activity days, school community involvement days, and school days closed due to inclement weather toward annual instructional hours; however, you may not count instructional hours for professional days, statutory holidays, school holidays, or recess/lunch times. | | | | | |  |
|  | **September to June** | **Hours** | **Proposed Number of Days in Session** | **Proposed Hours Per Year** | **For Ministry Use Only** | |  |
|  | 1. Full day Kindergarten | 850 hours | *Click here to enter text.* | *Click here to enter text.* | Yes | No |  |
|  | 1. Half day Kindergarten | 450 hours | *Click here to enter text.* | *Click here to enter text.* | Yes | No |  |
|  | 1. Grades 1-12 | 850 hours | *Click here to enter text.* | *Click here to enter text.* | Yes | No |  |
|  | | | | | | | |

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| --- | --- | --- | --- | --- |
| 7.02: Groupings within the School | | | | |
|  |  | | |  |
|  | 1. Describe how classes (grades) are grouped in the School (e.g. K to 3, 4 to 7, multi-graded groupings, etc.): | Yes | No |  |
| *Click here to enter text.* |
|  | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 7.01 – 7.02:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7.03: K-12 School-wide Programs | | | | | | | | | |
|  |  | | | | | | | |  |
|  | 7.03a: First Nations Programs | | | | | | | |  |
|  | * If the School enrolls First Nations students, does it offer any First Nations educational programs. | Yes | No | N/A | Yes | No | N/A | |  |
|  |  | | | | | | | |  |
|  | 7.03b: International program Policy and Procedures | | | | | | | |  |
|  | * The School enrolls international or out-of-province students. If No, skip remainder of Section 7.03b. | Yes | No | N/A | Yes | No | N/A | |  |
|  |  | | | | | | | |  |
|  | * The School applies the ministry’s [International Student Graduation Credit Policy](https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/international-student-graduation-credit) to determine equivalency credits for international students. | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * The School (or its agents) comply with the 2018 [Homestay Guidelines](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/internationaleducation/home_stay_guidelines.pdf) when hosting international students. If No, skip next question. | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * The School has developed a homestay policy based on the ministry’s [Homestay Guidelines](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/internationaleducation/home_stay_guidelines.pdf). | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | 7.03c: Special Education Programs | | | | | | | |  |
|  | * Are Special Education services part of the program at the School? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * **Describe** how students with learning needs are identified and supported: | | |  |  | Yes | | No |  |
| *Click here to enter text.* | | |
|  |  | | | | | | | |  |
|  | * Evidence that the School has developed a Special Education policy? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence that the School has established an overall special education budget (not intended to be a per student budget)? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence that the School’s special education programs and services align with the Ministry’s [Special Education Services, Manual of Policies, Procedures and Guidelines](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence the School’s special education policy includes services for high incidence special needs students (Categories K, P, Q and R)? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence, if applicable, the School has reported Codes K, P, Q and R on 1701 this year? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence the School has sufficient expertise on staff to provide services and supports for students identified with special needs? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence for the students reported on 1701 in a special needs category, the school has an Individual Educational Plan (IEP)? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence Individual Education Plans (IEPs) are reviewed at least once a year? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | * Evidence the parents have been consulted on IEP development (including signed [Special Education Funding: Parent/Guardian Confirmation Form](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/se_parent_consent.pdf))? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | if the School offers a graduation program: | | | | | | | |  |
|  | * the School has developed policy to support offering the School Completion/Evergreen Certificate to students on modified programs? | | | Yes | No | Yes | | No |  |
|  | * Grade 10-12 IEPs show evidence of transition planning? | | | Yes | No | Yes | | No |  |
|  |  | | | | | | | |  |
|  | | | | | | | | | |

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| **For Ministry Use Only** | | | | |
|  | ***Section 7.03a – 7.03c:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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|  | 7.03d: English Language Learner | | | | |  |
|  | * **Describe** the School’s ELL program, if applicable, including assessment, instruments, resources and procedures used to diagnose language learning problems: |  |  | Yes | No |  |
| *Click here to enter text.* |
|  |  | | | | |  |
|  | 7.03e: Library Resources and Access | | | | |  |
|  | * **Describe** library resources/facilities and student access to services: |  |  | Yes | No |  |
| *Click here to enter text.* |
|  |  | | | | |  |
|  | 7.03f: Student Counselling and Guidance Services | | | | |  |
|  | * Personal, academic and/or vocational counselling is provided. If Yes, d**escribe below:** | Yes | No | Yes | No |  |
| *Click here to enter text.* |
|  |  | | | | |  |
|  | 7.03g: Skills, Trades, and Careers | | | | |  |
|  | * **Describe** how the School is supporting student access to opportunities relating to skills, trades and career programs at the secondary level, if applicable (events / courses / programs / partnerships, etc.):  (e.g. Maker Days, Yes2It, WEX, Skills Exploration 10-12, ITA Programs, etc.) |  |  | Yes | No |  |
| *Click here to enter text.* |
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| **For Ministry Use Only** | | | | |
|  | ***Section 7.03d – 7.03g:* The School is in compliance with this Section of the Report.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments:*** | | |  |
|  | *Click here to enter text.* | | |  |
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| 7.04: K-3 Primary Program | | | | | | |
|  |  | | | | |  |
|  | 1. Does the School offer a Primary Program? Complete the Appropriate Sections of Appendix C: Education Programs for K-3. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. The School offers Half Day Kindergarten. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. The School offers Full Day Kindergarten. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. Describe how First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | 1. Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Primary Program? | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. Learning Assistance: Describe below: | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | 1. Communicating Student learning: Describe below the method and frequency of student reporting to parents/guardians: | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | 1. The School's student progress reporting framework incorporates student self-assessment in core competencies. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. **Describe** the School's Student Progress reporting framework in Grades K-3. How is the School providing information on the child’s achievement and performance in relation to age/grade expectations | | | Yes | No |  |
| *Click here to enter text.* | | |
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| **For Ministry Use Only** | | | | |
|  | ***Section 7.04 + Appendix C (Primary): The School’s Primary Program (K-3) overall planning and classroom practice provides evidence that the Ministry’s K-3 curriculum is being delivered according to the*** [***Educational Standards Order***](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/j/m41_91.pdf) ***and Ministerial requirements.*** | Yes | No |  |
|  |  | | |  |
|  | ***Comments - including Appendix C (Primary):*** | | |  |
|  | *Click here to enter text.* | | |  |
|  | | | | |

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| 7.05: Intermediate Program Grade 4 to 9 | | | | | | | |
|  |  | | | | | |  |
|  | 1. Does the School offer an Intermediate Program? Complete the Appropriate Sections of Appendix C: Education Programs for Grades 4-9 | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. Is the School’s intermediate program divided into distinct groupings (e.g., Grades 4-6 and 7-9)? | |  | |  | |  |
| Group 1: | *Click here to enter text.* |
| Group 2: | *Click here to enter text.* |
| Group 3: | *Click here to enter text.* |
|  |  | | | | | |  |
|  | 1. Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | | | | Yes | No |  |
| *Click here to enter text.* | | | |
|  |  | | | | | |  |
|  | 1. Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Primary Program? | | Yes | No | Yes | No |  |
|  |  | | | | | |  |
|  | 1. Learning Assistance: Describe below: | | | | Yes | No |  |
| *Click here to enter text.* | | | |
|  |  | | | | | |  |
|  | 1. Communicating Student learning: Describe below the method and frequency of student reporting to parents/guardians: | | | | Yes | No |  |
| *Click here to enter text.* | | | |
|  |  | | | | | |  |
|  | 1. Students engage in reflection and self-assessment in the area of core competencies and summary Student Progress Reports include student self-assessment. | | | | Yes | No |  |
|  |  | | | | | |  |
|  | 1. **Describe** the School's Student Progress reporting framework in Grades 4-9. How is the School providing information on the child’s achievement and performance in relation to age/grade expectations? | | | | Yes | No |  |
| *Click here to enter text.* | | | |
|  | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **For Ministry Use Only** | | | | |
|  | **Section 7.05 + Appendix C (4-5, 6-7, 8-9): The School’s Intermediate Program (4-9) overall planning and classroom practice provides evidence that the Ministry’s 4-9 curriculum is being delivered according to the** [**Educational Standards Order**](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/j/m41_91.pdf) **and Ministerial requirements.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments - including Appendix C (4-5,6-7,8-9):*** | | |  |
|  | *Click here to enter text.* | | |  |
|  | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7.06: Graduation Program (Grades 10-12) | | | | | | |
|  |  | | | | |  |
|  | 1. Does the School offer the Graduation Program?  Complete Appropriate Sections of Appendix C: Educational Programs for 10, 11, and 12. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | 1. Does the School provide all students a sufficient number and selection of required and elective courses to enable each student to meet the requirements for graduation set out in Ministerial Order 302/04, the [Graduation Program Order](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m302_04.pdf)? | | | Yes | No |  |
|  |  | | | | |  |
|  | 1. Describe professional development in the past year and this year's Pro-D plans: | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | 1. As the graduation program is implemented, describe how the School is organizing delivery of the Career Education program and its two components: Career Life Education and Career Life Connections (and Capstone Project) through the Graduate Learning Years: | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | 1. Describe how the School is working with course/subject delivery versus integrated/interdisciplinary programs: | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | 1. Describe how the School is scheduling the Grade 10 Numeracy and Literacy Assessments and the Grade 12 English Language Exams. (Note: The Grade 12 Literacy Assessment is not implemented until January 2021.) | | | Yes | No |  |
| *Click here to enter text.* | | |
|  | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 7.06a Program Details | | | | | | |
|  |  | | | | |  |
|  | ***Board/Authority Authorized (BAA) Courses*** | | | | |  |
|  | * All Grade 10-12 BAA courses developed according to the new [BAA Framework Template](http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses). | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * All Grade 10 -12 BAA Courses will require that the BAA COURSE FORM is prepared for review by the School principal (Part A), approved by Board (Part B) and signed off by inspection team (Part C). See Form at <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf>  Please prepare a list of all Grade 10-12 Board/Authority Authorized Courses that are being offered, the Ministry course code assigned to each, the authority approval dates. And please have all BAA Course Templates available for review and signing by inspection team.   Add more rows to the table by clicking the “+” button.  |  |  |  | | --- | --- | --- | | Course Title | Ministry Code | Authority Approval Date | | *Click here to enter text.* | *Click here to enter text.* | Click or tap to enter a date. | | *Click here to enter text.* | *Click here to enter text.* | Click or tap to enter a date. | | *Click here to enter text.* | *Click here to enter text.* | Click or tap to enter a date. | | *Click here to enter text.* | *Click here to enter text.* | Click or tap to enter a date. | | *Click here to enter text.* | *Click here to enter text.* | Click or tap to enter a date. |   Please forward the BAA Course Form, once signed by all three parties, to the Ministry. Send completed form to the Student Certification Branch. Email [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca) and confirm this has been done at the time of the inspection. | | | Yes | No |  |
|  |  | | | | |  |
|  | The School’s BAA courses comply with following requirements: | | | | |  |
|  |  | | | | |  |
|  | * BAA courses that are sequential have unique curricular components and do NOT repeat educational content. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * 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. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * BAA courses have adequate hours of instruction to warrant associated course credits. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * BAA courses cannot be modified, bridging, or remedial versions of the provincial curriculum. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * ELL BAA courses meet Ministry requirement to support students in acquiring proficiency in the English language and understanding of Canadian culture. | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * New/revised BAA courses do not significantly overlap provincial curricula content. (but may overlap Big Ideas and Curricular Competencies). | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | * **Describe** any additional programs offered to students (i.e., AP, IB, other such as Apprenticeship, Career Preparation, etc.): | | | Yes | No |  |
| *Click here to enter text.* | | |
|  |  | | | | |  |
|  | ***Elective Courses***   * Does the School provide all students a sufficient number and selection of courses to enable each student to meet the 28 elective credit requirements for graduation set out in Ministerial Order 302/04, the [Graduation Program Order](http://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m302_04.pdf). Also note [Certificate of Graduation - New Graduation Program Requirements - Province of British Columbia](https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/certificate-of-graduation). | Yes | No | Yes | No |  |
|  |  | | | | |  |
|  | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.06b: Student Progress Reporting for Grades 10-12 | | | | |
|  |  | | |  |
|  | * **Describe** the method and frequency of student reporting to students, parents/guardians: | Yes | No |  |
| *Click here to enter text.* |
|  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **For Ministry Use Only** | | | | |
|  | **Section 7.06 + Appendix C (10, 11, 12):** **The School’s Graduation Program (Grades 10-12) overall curricular compliance documentation, planning, and classroom practice provides evidence that the Ministry’s 2004 Graduation Program is being delivered according to the Educational Standards Order and Ministerial requirements.** | Yes | No |  |
|  |  | | |  |
|  | ***Comments - including Appendix C (10,11,12):*** | | |  |
|  | *Click here to enter text.* | | |  |
|  | | | | |

# Section 08: Report Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | ***For Ministry Use Only*** | | |  |
|  | ***Commendations*** | | |  |
|  | *Click here to enter text.* | | |  |
|  |  | | |  |
|  | ***Recommendations*** | | |  |
|  | *Click here to enter text.* | | |  |
|  |  | | |  |
|  | ***Statutory Follow-Up Requirements*** | Yes | No |  |
|  | *Click here to enter text.* | | |  |
|  |  | | |  |
|  | The School Authority is required to review the statutory issues listed above and confirm in writing to the Independent Schools Branch its compliance by: | | |  |
|  | Click or tap to enter a date four weeks after the visit. | | |  |
|  |  | | |  |
|  | ***Policy Issues Follow-Up Requirements:*** | Yes | No |  |
|  | *Click here to enter text.* | | |  |
|  |  | | |  |
|  | The School Authority is required to review the policy issues listed above and confirm in writing to the Independent Schools Branch its compliance by | | |  |
|  | Click or tap to enter a date six weeks after the visit. | | |  |
|  | | | | |

# Section 09: Summative Recommendation

|  |  |  |
| --- | --- | --- |
|  | | |
|  | ***For Ministry Use Only*** |  |
|  | *Click here to enter text.* |  |
|  | | |

# Appendix A: Certified Teaching Staff

NOTE: Please list all instructional staff alphabetically (principals, vice-principals, teachers, certified specialists and certified   
teacher assistants). Add additional rows as required.

**The school also needs to present to the Ministry Representative an updated Teacher Certification Branch Certificate Verification Response file, dated within two weeks of the scheduled EEC visit.**

| **Name** | **% of Time Employed1** | **Certificate Type** | | | | **Teaching Assignment \*for secondary teachers, use Ministry abbreviation (ex: EN10)** | **Confirmed by Ministry Representative** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COQ2** | **IS3** | **LOP4** | **Restriction(s)** |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
| *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | *Click* | Yes | No |
|  | | | | | | | | |

**1F** = Full-time; **P (%)** = Part-time

**2COQ** Teacher Certification Branch Certificate of Qualification

**3IS** Independent Certificate: Mark “SR” if Subject Restricted; “SSR” if School and Subject Restricted

**4LOP** Letter of Permission

# Appendix B: Non-Teaching Staff

***NOTE: Please list all non-certified staff alphabetically.*** Add additional rows as required.

| **Name** | **Position within the School** | **Criminal Record Check** | | **Confirmed by Ministry Representative** | |
| --- | --- | --- | --- | --- | --- |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
| *Click* | *Click* | Yes | No | Yes | No |
|  | | | | | |

# Appendix C: Educational programs for K-12 Curriculum Compliance

### Curricular Compliance Grid – Grade K-1

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grades K and/or 1?** |  | | K | 1 |  | | |
| **LEARNING AREAS/SUBJECT CURRICULA** | **K** | **1** | | **K** | | **1** | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following learning areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection’s review. | **School indicates Y/N or INT** | | | **Ministry Inspection**  **Y/N** | | | |
| **Applied, Design, Skills and Technologies** – Intentional cross-curricular delivery | *Click* | *Click* | | Y | N | Y | N |
| **Arts Education** | *Click* | *Click* | | Y | N | Y | N |
| **Career Education** – Intentional cross-curricular delivery  Personal Development and Connections to Community include sense of self, interests, strengths, community; reflection on learning and goal-setting; and developing an awareness how family, school, and community support lifelong learning. | *Click* | *Click* | | Y | N | Y | N |
| **English Language Arts** | *Click* | *Click* | | Y | N | Y | N |
| **Mathematics** | *Click* | *Click* | | Y | N | Y | N |
| **Physical Health Education** | *Click* | *Click* | | Y | N | Y | N |
| **Science** | *Click* | *Click* | | Y | N | Y | N |
| **Social Studies** | *Click* | *Click* | | Y | N | Y | N |
| **Locally Developed Courses** – Incorporate updated curriculum design | *Click* | *Click* | | Y | N | Y | N |
| **ACROSS THE CURRICULUM** | | | | | | | |
| **First Peoples Principles of Learning** – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competencies** – Evidence that Core Competencies are an intentional and ongoing part of classroom activities and teaching strategies (Communication, Thinking, Personal & Social) | *Click* | *Click* | | Y | N | Y | N |
| **ASSESSMENT** | | | | | | | |
| **Formative-Summative Assessment** – Evidence that formative and summative assessment occurs on an ongoing basis. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competency Student Self-Assessment** – Evidence that students participate in self-assessment of core competencies. | *Click* | *Click* | | Y | N | Y | N |
| **PROGRESS REPORTING** | | | | | | | |
| Parents are well informed about their child's progress and reporting focuses on the child’s growth, performance, and achievement levels in relation to curricular competencies. | *Click* | *Click* | | Y | N | Y | N |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | *Click* | | Y | N | Y | N |

### Curricular Compliance Grid – Grade 2-3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grades 2 and/or 3?** |  | | 2 | 3 |  | | |
| **LEARNING AREAS/SUBJECT CURRICULA** | **2** | **3** | | **2** | | **3** | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following learning areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection’s review. | **School indicates Y/N or INT** | | | **Ministry Inspection**  **Y/N** | | | |
| **Applied, Design, Skills and Technologies** – Intentional cross-curricular delivery | *Click* | *Click* | | Y | N | Y | N |
| **Arts Education** | *Click* | *Click* | | Y | N | Y | N |
| **Career Education** – Intentional cross-curricular delivery.  Personal Development and Connections to Community include sense of self, interests, strengths, community; reflection on learning and goal-setting; and developing an awareness how family, school, and community support lifelong learning. | *Click* | *Click* | | Y | N | Y | N |
| **English Language Arts** | *Click* | *Click* | | Y | N | Y | N |
| **Mathematics** | *Click* | *Click* | | Y | N | Y | N |
| **Physical Health Education** | *Click* | *Click* | | Y | N | Y | N |
| **Science** | *Click* | *Click* | | Y | N | Y | N |
| **Social Studies** | *Click* | *Click* | | Y | N | Y | N |
| **Locally Developed Courses** – Incorporate updated curriculum design | *Click* | *Click* | | Y | N | Y | N |
| **ACROSS THE CURRICULUM** | | | | | | | |
| **First Peoples Principles of Learning** – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competencies** – Evidence that Core Competencies are an intentional and ongoing part of classroom activities and teaching strategies (Communication, Thinking, Personal & Social) | *Click* | *Click* | | Y | N | Y | N |
| **ASSESSMENT** | | | | | | | |
| **Formative-Summative Assessment** – Evidence that formative and summative assessment occurs on an ongoing basis. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competency Student Self-Assessment** – Evidence that students participate in self-assessment of core competencies. | *Click* | *Click* | | Y | N | Y | N |
| **PROGRESS REPORTING** | | | | | | | |
| Parents are well informed about their child's progress and reporting focuses on the child’s growth, performance, and achievement levels in relation to curricular competencies. | *Click* | *Click* | | Y | N | Y | N |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | *Click* | | Y | N | Y | N |

### Curricular Compliance Grid – Grade 4-5

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grades 4 and/or 5?** |  | | 4 | 5 |  | | |
| **LEARNING AREAS/SUBJECT CURRICULA** | **4** | **5** | | **4** | | **5** | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection’s review. | **School indicates Y/N or INT** | | | **Ministry Inspection**  **Y/N** | | | |
| **Applied, Design, Skills and Technologies** - Curricular Competencies in Grades 4-5 in ADST are combined with grade-level content from other areas of learning in cross-curricular activities | *Click* | *Click* | | Y | N | Y | N |
| **Arts Education** – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education. | *Click* | *Click* | | Y | N | Y | N |
| **Career Education** – Personal Development and Connections to Community include sense of self, interests, strengths, community; reflection on learning and goal-setting; and developing an awareness how family, school, and community support lifelong learning. | *Click* | *Click* | | Y | N | Y | N |
| **Core French or Second Language** (Note: optional in grade 4) | *Click* | *Click* | | Y | N | Y | N |
| **English Language Arts** | *Click* | *Click* | | Y | N | Y | N |
| **Mathematics** | *Click* | *Click* | | Y | N | Y | N |
| **Physical and Health Education** | *Click* | *Click* | | Y | N | Y | N |
| **Science** | *Click* | *Click* | | Y | N | Y | N |
| **Social Studies** | *Click* | *Click* | | Y | N | Y | N |
| **Locally Developed Courses** – based on updated curriculum design | *Click* | *Click* | | Y | N | Y | N |
| **ACROSS THE CURRICULUM** | | | | | | | |
| **First Peoples Principles of Learning** – There is evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competencies** – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies. | *Click* | *Click* | | Y | N | Y | N |
| **ASSESSMENT** | | | | | | | |
| **Formative-Summative Assessment** – Evidence that formative and summative assessment occurs on an ongoing basis. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competency Student Self-Assessment** – Evidence that students self-assess core competencies. | *Click* | *Click* | | Y | N | Y | N |
| **PROGRESS REPORTING** | | | | | | | |
| Parents are well informed about their child's progress and reporting focuses on the child’s growth, performance, and achievement levels in relation to curricular competencies. | *Click* | *Click* | | Y | N | Y | N |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | *Click* | | Y | N | Y | N |
| The School provides letter grades in student progress reports or makes these available upon request for any parent of a student from Grades 4 to 9 | *Click* | *Click* | | Y | N | Y | N |

### Curricular Compliance Grid – Grade 6-7

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grades 6 and/or 7?** |  | | 6 | 7 |  | | |
| **LEARNING AREAS/SUBJECT CURRICULA** | **6** | **7** | | **6** | | **7** | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection’s review. | **School indicates Y/N or INT** | | | **Ministry Inspection**  **Y/N** | | | |
| **Mathematics** | *Click* | *Click* | | Y | N | Y | N |
| **Social Studies** | *Click* | *Click* | | Y | N | Y | N |
| **Science** | *Click* | *Click* | | Y | N | Y | N |
| **English Language Arts** | *Click* | *Click* | | Y | N | Y | N |
| **Core French or Second Language (Note: required)** | *Click* | *Click* | | Y | N | Y | N |
| **Arts Education** – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education. | *Click* | *Click* | | Y | N | Y | N |
| **Physical Health Education** | *Click* | *Click* | | Y | N | Y | N |
| **Applied, Design, Skills and Technologies –** Minimum of 3 Ministry or locally developed modules in each grade 6 and 7 that use the Ministry ADST curricular competencies for these grades. | *Click* | *Click* | | Y | N | Y | N |
| **Locally Developed Courses** – based on updated curriculum design | *Click* | *Click* | | Y | N | Y | N |
| **Career Education** – Reflect on, self-assess, and set goals in personal competency development; determine strengths and preferences while exploring identity, leadership, personal planning, and transferable skills through interaction with family, mentors, and community networks. | *Click* | *Click* | | Y | N | Y | N |
| **ACROSS THE CURRICULUM** | | | | | | | |
| **First Peoples Principles of Learning** – There is evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competencies** – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies. | *Click* | *Click* | | Y | N | Y | N |
| **ASSESSMENT** | | | | | | | |
| **Formative-Summative Assessment** – Evidence that formative and summative assessment occurs on an ongoing basis. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competency Student Self-Assessment** – Evidence that students self-assess core competencies. | *Click* | *Click* | | Y | N | Y | N |
| **PROGRESS REPORTING** | | | | | | | |
| Parents are well informed about their child's progress and reporting focuses on the child’s growth, performance, and achievement levels in relation to curricular competencies. | *Click* | *Click* | | Y | N | Y | N |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | *Click* | | Y | N | Y | N |
| The School provides letter grades in student progress reports or makes these available upon request for any parent of a student from Grades 4 to 9 | *Click* | *Click* | | Y | N | Y | N |

### Curricular Compliance Grid – Grade 8-9

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grades 8 and/or 9?** |  | | 8 | 9 |  | | |
| **LEARNING AREAS/SUBJECT CURRICULA** | **8** | **9** | | **8** | | **9** | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection’s review. | **School indicates Y/N or INT** | | | **Ministry Inspection**  **Y/N** | | | |
| **Mathematics** | *Click* | *Click* | | Y | N | Y | N |
| **Social Studies** | *Click* | *Click* | | Y | N | Y | N |
| **Science** | *Click* | *Click* | | Y | N | Y | N |
| **English Language Arts** | *Click* | *Click* | | Y | N | Y | N |
| **Core French or Second Language**  **(Note: required in grade 8, optional in grade 9)** | *Click* | *Click* | | Y | N | Y | N |
| **Arts Education** – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education. | *Click* | *Click* | | Y | N | Y | N |
| **Physical Health Education** | *Click* | *Click* | | Y | N | Y | N |
| **Applied, Design, Skills and Technologies** – One or more modules in Computational Thinking, Computers & Communication Devices, Digital Literacy, Drafting, Entrepreneurship & Marketing, Food Studies, Media Arts, Metalwork, Power Technology, Robotics, Textiles, or Woodwork | *Click* | *Click* | | Y | N | Y | N |
| **Locally Developed Courses** – based on updated curriculum design | *Click* | *Click* | | Y | N | Y | N |
| **Career Education** – Reflect on, self-assess, and set goals in personal competency development; determine strengths and preferences while exploring identity, leadership, personal planning, and transferable skills through interaction with family, mentors, and community networks. | *Click* | *Click* | | Y | N | Y | N |
| **ACROSS THE CURRICULUM** | | | | | | | |
| **First Peoples Principles of Learning** – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competencies** – ongoing part of all activities / teaching strategies. | *Click* | *Click* | | Y | N | Y | N |
| **ASSESSMENT** | | | | | | | |
| **Formative-Summative Assessment** – occurs on an ongoing basis. | *Click* | *Click* | | Y | N | Y | N |
| **Core Competency Student Self-Assessment** **Core Competencies** – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies. | *Click* | *Click* | | Y | N | Y | N |
| **PROGRESS REPORTING** | | | | | | | |
| Parents are well informed about their child's progress and reporting focuses on the child’s growth, performance, and achievement levels in relation to curricular competencies. | *Click* | *Click* | | Y | N | Y | N |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | *Click* | | Y | N | Y | N |
| The School provides letter grades in student progress reports or makes these available upon request for any parent of a student from Grades 4 to 9 | *Click* | *Click* | | Y | N | Y | N |

### Curricular Compliance Grid – Grade 10 (Second Year Implementation 2019-20)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grade 10?** | | |  | Y | N | |  | |
| **LEARNING AREAS/SUBJECT CURRICULA** | | | **10** | | | **10** | | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection’s review. If course not offered, leave blank. | | | **School indicates**  **Y/N, INT or blank (if not offered)** | | | **Ministry Inspection**  **Y/N** | | |
| **Mathematics** | | **Foundations of Mathematics &  Pre-Calculus 10** | *Click* | | | Y | | N |
| **Workplace Mathematics 10** | *Click* | | | Y | | N |
| **Social Studies 10** | | | *Click* | | | Y | | N |
| **Science 10** | | | *Click* | | | Y | | N |
| **English Language Arts** – composite of two courses | | **Composition 10** | *Click* | | | Y | | N |
| **Creative Writing 10** | *Click* | | | Y | | N |
| **Literary Studies 10** | *Click* | | | Y | | N |
| **New Media 10** | *Click* | | | Y | | N |
| **Spoken Language 10** | *Click* | | | Y | | N |
| **EFP – Writing 10** | *Click* | | | Y | | N |
| **EFP – Literary Studies 10** | *Click* | | | Y | | N |
| **EFP - New Media 10** | *Click* | | | Y | | N |
| **EFP - Spoken Language 10** | *Click* | | | Y | | N |
| **Core French or other Second Language** | | *Click to enter language offered (French or …)* | *Click* | | | Y | | N |
| **Arts Education** | **Dance 10** | **Dance Choreography 10** | *Click* | | | Y | | N |
| **Dance Company 10** | *Click* | | | Y | | N |
| **Dance Foundations 10** | *Click* | | | Y | | N |
| **Dance Technique & Performance 10** | *Click* | | | Y | | N |
| **Drama 10** | **Drama 10** | *Click* | | | Y | | N |
| **Theatre Company 10** | *Click* | | | Y | | N |
| **Theatre Production 10** | *Click* | | | Y | | N |
| **Music 10** | **Choral Music 10 (Concert Choir, Chamber Choir, Vocal Jazz)** | *Click* | | | Y | | N |
| **Contemporary Music 10** | *Click* | | | Y | | N |
| **Instrumental Music 10 (Concert Band, Orchestra, Jazz Band, Guitar)** | *Click* | | | Y | | N |
| **Visual Arts 10** | **Arts Studio 10** | *Click* | | | Y | | N |
| **Photography 10** | *Click* | | | Y | | N |
| **Studio Arts 2D 10** | *Click* | | | Y | | N |
| **Studio Arts 3D 10** | *Click* | | | Y | | N |
| **Cross- disciplinary & Interdisciplinary  Arts 10** | **Media Arts 10** | *Click* | | | Y | | N |
| **Musical Theatre 10** | *Click* | | | Y | | N |
| **Applied Design, Skills, Technologies** | **Business Education 10** | **Entrepreneurship and marketing 10** | *Click* | | | Y | | N |
| **Home Economics & Culinary Arts** | **Culinary Arts 10** | *Click* | | | Y | | N |
| **Family & Society 10** | *Click* | | | Y | | N |
| **Food Studies 10** | *Click* | | | Y | | N |
| **Textiles 10** | *Click* | | | Y | | N |
| **Information & Communications Technology (ICT)** | **Computer Studies 10** | *Click* | | | Y | | N |
| **Media Design 10** | *Click* | | | Y | | N |
| **Web Development 10** | *Click* | | | Y | | N |
| **Technology Education** | **Drafting 10** | *Click* | | | Y | | N |
| **Electronics & Robotics 10** | *Click* | | | Y | | N |
| **Metalwork 10** | *Click* | | | Y | | N |
| **Power Technology 10** | *Click* | | | Y | | N |
| **Technology Explorations 10** | *Click* | | | Y | | N |
| **Woodwork 10** | *Click* | | | Y | | N |
| **Physical and Health Education 10** | | | *Click* | | | Y | | N |
| **BAA courses** | | *Click to enter Course Name:* | *Click* | | | Y | | N |
| *Click to enter Course Name:* | *Click* | | | Y | | N |
| *Click to enter Course Name:* | *Click* | | | Y | | N |
| *Click to enter Course Name:* | *Click* | | | Y | | N |
| *Click to enter Course Name:* | *Click* | | | Y | | N |
| **Career Education 10** | | **Career Life Education** | *Click* | | | Y | | N |
| **Career Life Connections** | *Click* | | | Y | | N |

|  |  |  |  |
| --- | --- | --- | --- |
| **INTENTIONALLY INCORPORATED IN GRADE 10 CURRICULUM** | | | |
| **First Peoples Principles of Learning** – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards. | *Click* | Y | N |
| **Core Competencies** – Evidence that Core Competencies are an intentional and ongoing part of the students’ educational program. | *Click* | Y | N |
| **ASSESSMENT** | | | |
| **Formative-Summative Assessment** – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis | *Click* | Y | N |
| **Core Competency Student Self-Assessment** – There is evidence that students continue to meaningfully engage with Core Competency self-assessment. | *Click* | Y | N |
| **COMMUNICATING STUDENT LEARNING** | | | |
| Formal reports include letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards for each course or subject and grade. | *Click* | Y | N |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | Y | N |

### Curricular Compliance Grid – Grade 11 (NEW in 2019-20)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grade 11?** | | |  | Y | | N | |  | |
| **LEARNING AREAS/SUBJECT CURRICULA** | | | **11** | | **11** | | | | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection to determine their state of development and implementation. If course not offered, leave blank.  Curricular Planning Instruments are:  Inadequate (= fail to demonstrate curricular compliance),  Developing (= reflect curriculum but require further development), or  Fully implemented (= clearly reflective of the curriculum for the entire course). | | | **School indicates**  **I, D, F, INT or blank (if not offered)** | | **Ministry Inspection**  **(I)nadequate, (D)eveloping, or (F)ull implementation**  **I/D/F** | | | | |
| **Mathematics 11** | | **Foundations of Mathematics 11** | *Click* | | I | | D | | F |
| **Pre-Calculus 11** | *Click* | | I | | D | | F |
| **Workplace Mathematics 11** | *Click* | | I | | D | | F |
| **History of Mathematics 11** | *Click* | | I | | D | | F |
| **Computer Science 11** | *Click* | | I | | D | | F |
| **Social Studies 11** | | **Explorations in Social Studies 11** | *Click* | | I | | D | | F |
| **Francophone History 11** | *Click* | | I | | D | | F |
| **Science 11** | | **Chemistry 11** | *Click* | | I | | D | | F |
| **Earth Sciences 11** | *Click* | | I | | D | | F |
| **Environmental Science 11** | *Click* | | I | | D | | F |
| **Life Science 11** | *Click* | | I | | D | | F |
| **Physics 11** | *Click* | | I | | D | | F |
| **Science for Citizens 11** | *Click* | | I | | D | | F |
| **English Language Arts 11** | | **Composition 11** | *Click* | | I | | D | | F |
| **Creative Writing 11** | *Click* | | I | | D | | F |
| **Literary Studies 11** | *Click* | | I | | D | | F |
| **New Media 11** | *Click* | | I | | D | | F |
| **Spoken Language 11** | *Click* | | I | | D | | F |
| **EFP – Lit. Studies & Writing 11** | *Click* | | I | | D | | F |
| **EFP – Lit. Studies & New Media 11** | *Click* | | I | | D | | F |
| **EFP – Lit. Studies & Spoken Language 11** | *Click* | | I | | D | | F |
| **Languages 11 (Core French, Introductory level, or other Language)** | | *Click to enter language offered (French or …)* | *Click* | | I | | D | | F |
| **Arts Education** | **Dance 11** | **Dance Choreography 11** | *Click* | | I | | D | | F |
| **Dance Company 11** | *Click* | | I | | D | | F |
| **Dance Conditioning 11** | *Click* | | I | | D | | F |
| **Dance Foundations 11** | *Click* | | I | | D | | F |
| **Dance Techniques & Performance 11** | *Click* | | I | | D | | F |
| **Drama 11** | **Directing & Script Development 11** | *Click* | | I | | D | | F |
| **Drama 11** | *Click* | | I | | D | | F |
| **Film & Television 11** | *Click* | | I | | D | | F |
| **Theatre Company 11** | *Click* | | I | | D | | F |
| **Theatre Production 11** | *Click* | | I | | D | | F |
| **Music 11** | **Choral Music 11 (Concert Choir, Chamber choir, Vocal Jazz)** | *Click* | | I | | D | | F |
| **Composition & Production 11** | *Click* | | I | | D | | F |
| **Contemporary Music 11** | *Click* | | I | | D | | F |
| **Instrumental Music 11 (concert Band, Orchestra, Jazz Band, Guitar)** | *Click* | | I | | D | | F |
| **Visual Arts 11** | **Arts Studio 11** | *Click* | | I | | D | | F |
| **Graphic Arts 11** | *Click* | | I | | D | | F |
| **Photography 11** | *Click* | | I | | D | | F |
| **Studio Arts 2D 11** | *Click* | | I | | D | | F |
| **Studio Arts 3D 11** | *Click* | | I | | D | | F |
| **Cross- disciplinary Arts 11** | **Media Arts 11** | *Click* | | I | | D | | F |
| **Musical Theatre 11** | *Click* | | I | | D | | F |
| **Applied Design, Skills, and Technologies 11** | **Business Education** | **Accounting 11** | *Click* | | I | | D | | F |
| **Marketing 7 Promotion 11** | *Click* | | I | | D | | F |
| **Tourism 11** | *Click* | | I | | D | | F |
| **Home Economics and Culinary Arts** | **Culinary Arts 11** | *Click* | | I | | D | | F |
| **Food Studies 11** | *Click* | | I | | D | | F |
| **Interpersonal & Family Rel’ships 11** | *Click* | | I | | D | | F |
| **Textiles 11** | *Click* | | I | | D | | F |
| **Information & Communication Technology (ICT)** | **Computer Information Systems 11** | *Click* | | I | | D | | F |
| **Computer Programming 11** | *Click* | | I | | D | | F |
| **Digital Communications 11** | *Click* | | I | | D | | F |
| **Graphic Production 11** | *Click* | | I | | D | | F |
| **Media design 11** | *Click* | | I | | D | | F |
| **Technology Education** | **Automotive Technology 11** | *Click* | | I | | D | | F |
| **Drafting 11** | *Click* | | I | | D | | F |
| **Electronics 11** | *Click* | | I | | D | | F |
| **Engineering 11** | *Click* | | I | | D | | F |
| **Metalwork 11** | *Click* | | I | | D | | F |
| **Robotics 11** | *Click* | | I | | D | | F |
| **Woodwork 11** | *Click* | | I | | D | | F |
| **Physical and Health Education 11** | | **Active Living 11** | *Click* | | I | | D | | F |
| **Fitness & Conditioning 11** | *Click* | | I | | D | | F |
| **Outdoor Education 11** | *Click* | | I | | D | | F |
| **BAA 11 courses** | | *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| **Career Education** – leave blank if only offered at Grade 12 level | | **Career Life Education (CLE)** | *Click* | | I | | D | | F |
| **Career Life Connections (CLC) (Capstone Project)** | *Click* | | I | | D | | F |
| **Additional Offerings** | | **Youth work in Trades 11** | *Click* | | I | | D | | F |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTENTIONALLY INCORPORATED IN GRADE 11 CURRICULUM** | | | | |
| **First Peoples Principles of Learning** – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards. | *Click* | I | D | F |
| **Core Competencies** – Evidence that Core Competencies are an intentional and ongoing part of the students’ educational program. | *Click* | I | D | F |
| **ASSESSMENT** | | | | |
| **Formative-Summative Assessment** – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis | *Click* | I | D | F |
| **Core Competency Student Self-Assessment** – There is evidence that students continue to meaningfully engage with Core Competency self-assessment. | *Click* | I | D | F |
| **COMMUNICATING STUDENT LEARNING** | | | | |
| Formal reports include letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards for each course or subject and grade. | *Click* | I | D | F |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | I | D | F |

### Curricular Compliance Grid – Grade 12 (NEW in 2019-20)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School offering grade 12?** | | |  | Y | | N | |  | |
| **LEARNING AREAS/SUBJECT CURRICULA** | | | **12** | | **12** | | | | |
| **BIG IDEAS** – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection to determine their state of development and implementation. If course not offered, leave blank.  Curricular Planning Instruments are:  Inadequate (= fail to demonstrate curricular compliance),  Developing (= reflect curriculum but require further development), or  Fully implemented (= clearly reflective of the curriculum for the entire course). | | | **School indicates**  **I, D, F, INT or blank (if not offered)** | | **Ministry Inspection**  **(I)nadequate, (D)eveloping, or (F)ull implementation**  **I/D/F** | | | | |
| **Mathematics 12** | | **Apprenticeship Mathematics 12** | *Click* | | I | | D | | F |
| **Calculus 12** | *Click* | | I | | D | | F |
| **Computer Science 12** | *Click* | | I | | D | | F |
| **Foundations of Mathematics 12** | *Click* | | I | | D | | F |
| **Geometry 12** | *Click* | | I | | D | | F |
| **Pre-Calculus 12** | *Click* | | I | | D | | F |
| **Statistics 12** | *Click* | | I | | D | | F |
| **Social Studies 12** | | **20th Century World History 12** | *Click* | | I | | D | | F |
| **Asian Studies 12** | *Click* | | I | | D | | F |
| **BC First Peoples 12** | *Click* | | I | | D | | F |
| **Comparative Cultures 12** | *Click* | | I | | D | | F |
| **Comparative World Religions 12** | *Click* | | I | | D | | F |
| **Contemporary Indigenous Studies 12** | *Click* | | I | | D | | F |
| **Economic Theory 12** | *Click* | | I | | D | | F |
| **Genocide Studies 12** | *Click* | | I | | D | | F |
| **Human Geography 12** | *Click* | | I | | D | | F |
| **Law Studies 12** | *Click* | | I | | D | | F |
| **Philosophy 12** | *Click* | | I | | D | | F |
| **Political Studies 12** | *Click* | | I | | D | | F |
| **Physical Geography 12** | *Click* | | I | | D | | F |
| **Social Justice 12** | *Click* | | I | | D | | F |
| **Urban Studies 12** | *Click* | | I | | D | | F |
| **Science 12** | | **Anatomy & Physiology 12** | *Click* | | I | | D | | F |
| **Chemistry 12** | *Click* | | I | | D | | F |
| **Environmental Science 12** | *Click* | | I | | D | | F |
| **Geology 12** | *Click* | | I | | D | | F |
| **Physics 12** | *Click* | | I | | D | | F |
| **Specialized Science 12** | *Click* | | I | | D | | F |
| **English Language Arts 12** | | **English Studies 12** (required) | *Click* | | I | | D | | F |
| **English First Peoples 12** (also meets required) | *Click* | | I | | D | | F |
| **Composition 12** | *Click* | | I | | D | | F |
| **Creative Writing 12** | *Click* | | I | | D | | F |
| **Literary Studies 12** | *Click* | | I | | D | | F |
| **New Media 12** | *Click* | | I | | D | | F |
| **Spoken Language 12** | *Click* | | I | | D | | F |
| **Languages (Core French or other Language)** | | *Click to enter language offered (French or …)* | *Click* | | I | | D | | F |
| **Arts Education** | **Dance 12** | **Dance Choreography 12** | *Click* | | I | | D | | F |
| **Dance Company 12** | *Click* | | I | | D | | F |
| **Dance Conditioning 12** | *Click* | | I | | D | | F |
| **Dance Foundations 12** | *Click* | | I | | D | | F |
| **Dance Techniques & Performance 12** | *Click* | | I | | D | | F |
| **Drama 12** | **Directing & Script Development 12** | *Click* | | I | | D | | F |
| **Drama 12** | *Click* | | I | | D | | F |
| **Film & Television 12** | *Click* | | I | | D | | F |
| **Theatre Company 12** | *Click* | | I | | D | | F |
| **Theatre Production 12** | *Click* | | I | | D | | F |
| **Music 12** | **Choral Music 12 (Concert Choir, Chamber choir, Vocal Jazz)** | *Click* | | I | | D | | F |
| **Composition & Production 12** | *Click* | | I | | D | | F |
| **Contemporary Music 12** | *Click* | | I | | D | | F |
| **Instrumental Music 12 (concert Band, Orchestra, Jazz Band, Guitar)** | *Click* | | I | | D | | F |
| **Visual Arts 12** | **Arts Studio 12** | *Click* | | I | | D | | F |
| **Graphic Arts 12** | *Click* | | I | | D | | F |
| **Photography 12** | *Click* | | I | | D | | F |
| **Studio Arts 2D 12** | *Click* | | I | | D | | F |
| **Studio Arts 3D 12** | *Click* | | I | | D | | F |
| **Cross- disciplinary Arts 12** | **Media Arts 12** | *Click* | | I | | D | | F |
| **Musical Theatre 12** | *Click* | | I | | D | | F |
| **Applied Design, Skills, and Technologies 12** | **Business Education** | **Accounting 12** | *Click* | | I | | D | | F |
| **Business Computer Applications 12** | *Click* | | I | | D | | F |
| **E-Commerce 12** | *Click* | | I | | D | | F |
| **Economics 12** | *Click* | | I | | D | | F |
| **Entrepreneurship 12** | *Click* | | I | | D | | F |
| **Financial Accounting 12** | *Click* | | I | | D | | F |
| **Tourism 12** | *Click* | | I | | D | | F |
| **Home Economics and Culinary Arts** | **Child Development & Caregiving 12** | *Click* | | I | | D | | F |
| **Culinary Arts 12** | *Click* | | I | | D | | F |
| **Fashion Industry 12** | *Click* | | I | | D | | F |
| **Food Studies 12** | *Click* | | I | | D | | F |
| **Housing & Living Environments 12** | *Click* | | I | | D | | F |
| **Specialized Studies in Foods 12** | *Click* | | I | | D | | F |
| **Textiles 12** | *Click* | | I | | D | | F |
| **Information & Communications Technology (ICT)** | **Computer Information Systems 12** | *Click* | | I | | D | | F |
| **Computer Programming 12** | *Click* | | I | | D | | F |
| **Digital Media Development 12** | *Click* | | I | | D | | F |
| **Graphic Production 12** | *Click* | | I | | D | | F |
| **Media Design 12** | *Click* | | I | | D | | F |
| **Technology Education** | **Art Metal & Jewelry 12** | *Click* | | I | | D | | F |
| **Automotive Technology 12** | *Click* | | I | | D | | F |
| **Drafting 12** | *Click* | | I | | D | | F |
| **Electronics 12** | *Click* | | I | | D | | F |
| **Engine & Drivetrain 12** | *Click* | | I | | D | | F |
| **Engineering 12** | *Click* | | I | | D | | F |
| **Furniture & Cabinetry 12** | *Click* | | I | | D | | F |
| **Industrial Coding & Design 12** | *Click* | | I | | D | | F |
| **Machining & Welding 12** | *Click* | | I | | D | | F |
| **Mechatronics 12** | *Click* | | I | | D | | F |
| **Metalwork 12** | *Click* | | I | | D | | F |
| **Remotely Operated Vehicles & Drones 12** | *Click* | | I | | D | | F |
| **Robotics 12** | *Click* | | I | | D | | F |
| **Woodwork 12** | *Click* | | I | | D | | F |
| **Physical and Health Education 12** | | **Active Living 12** | *Click* | | I | | D | | F |
| **Fitness & Conditioning 12** | *Click* | | I | | D | | F |
| **Outdoor Education 12** | *Click* | | I | | D | | F |
| **BAA 12 courses** | | *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| *Click to enter Course Name:* | *Click* | | I | | D | | F |
| **Career Education** – leave blank if only offered at Grade 11 level | | **Career Life Education (CLE)** | *Click* | | I | | D | | F |
| **Career Life Connections (CLC) (Capstone Project)** | *Click* | | I | | D | | F |
| **Additional Offerings** | | **Work Experience 12A** | *Click* | | I | | D | | F |
| **Work Experience 12B** | *Click* | | I | | D | | F |
| **Youth Work in Trades 12** | *Click* | | I | | D | | F |

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| **INTENTIONALLY INCORPORATED IN GRADE 12 CURRICULUM** | | | | |
| **First Peoples Principles of Learning** – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards. | *Click* | I | D | F |
| **Core Competencies** –Evidence that Core Competencies are an intentional and ongoing part of the students’ educational program and included in Capstone project. | *Click* | I | D | F |
| **ASSESSMENT** | | | | |
| **Formative-Summative Assessment** – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis | *Click* | I | D | F |
| **Core Competency Student Self-Assessment** – This is an intentional part of the Capstone project. | *Click* | I | D | F |
| **COMMUNICATING STUDENT LEARNING** | | | | |
| Formal reports include letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards for each course or subject and grade. | *Click* | I | D | F |
| Students are provided with information that is meaningful to them and helps them improve their learning. | *Click* | I | D | F |