



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

June 2006

Office of the Inspector of Independent Schools
Distributed Electronic Learning (DEL)

CATEGORY	SUB CATEGORY	STANDARD	SUPPORTING EVIDENCE
Administration	Authority	<p>Authority must be registered under the Registrar of Companies of a company under the <i>Business Company Act</i>.</p> <p>The School must be a classified independent school.</p>	<p>Documentation reflecting good standing with the registrar of companies.</p> <p>A signed agreement with the Minister.</p> <p>Compliance with the <i>Independent School Act</i> and Regulations, and the signed Minister's Distributed Learning Agreement for classification and funding.</p>
	Funding	<p>Government funds are to be used solely for operational expenses.</p> <p>No financial payments or reimbursements to be paid to students, or parents.</p>	<p>Payments have been made directly to third party service providers.</p> <p>Equipment has been lent, not given to support the educational program</p>
	Student Records	<p>Student records must be complete and comply with Student Record Order.</p>	<p>Student Records should include:</p> <ul style="list-style-type: none"> • permanent record 1704 form; • Pertinent medical and legal information; • parent legal residency verification, • legal verification of age (birth certificate); • previous report cards and an IEP where applicable. <p>Administration of student records in a DL program is compliant with <i>Privacy and Personal Information Protection Act 1998</i> (or PPIPA).</p>
	Ministry Reports	<p>School must provide all data in accordance with the inspector "Reports, Records and Data Submission Order" as well as other required data.</p>	<p>Submission of Ministry Reports</p> <p>Data reports required for submission include:</p> <ul style="list-style-type: none"> • Form 1701: Student Data Collection; • Form I-2001: Independent and BC Offshore School Educator Information Report; • Graduation "TRAX" information; • Qualifying Student Audit (QS); • Statement of Per Student Operating Cost (SOPSOC).

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Administration	Policies	Policies are in place and implemented to reflect learning in a DL environment.	<p>Authorities should have policies in place that address the following areas:</p> <ul style="list-style-type: none"> • student safety; • facility safety where used for the delivery of policies of the educational program; • teacher and principal supervision/evaluation; • professional development for teaching and learning in a DL program; • Parent Appeal Process; • The Role of Parent; and • The Role of Teacher. <p>Appropriate Policies and Implementation Strategies for Distributed Learning Delivery:</p> <ul style="list-style-type: none"> • to ensure where applicable the safety of students; • to describe the role of the parent and teacher; • to provide on-going professional development for DL teachers; • to enable parent appeal.

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BC Teacher	Teacher Certification	The school must employ only teachers certified only by the BC College of Teachers or the Office of the Inspector of Independent Schools.	Teacher files include copies of BC teacher certification and/or British Columbia College of Teacher membership. Criminal Record Checks have been completed on all certified teachers with evidence in teacher files.
	Role of the Teacher	Teacher is responsible for the planning, implementation, assessment and reporting out of student learning.	Teachers evaluate and assess student progress based on their professional assessment and where appropriate input from parents and the student is received. Evidence that student learning plans are developed by the teacher in conjunction with the student and or parent.
	Teacher Instruction	Teachers incorporate a mix of modalities in their instruction in order to meet student need.	Student learning plans and submitted learning activities reflect a variety of learning styles.
	Student/Teacher/Parent Contact	Teacher has weekly contact with the student. Teacher has weekly contact with the student and or parent.	Instruction includes regular and varying teacher/student interaction e.g. face-to-face engagement, online synchronous and asynchronous communications, text exchange through feedback on assignments and the use of email logs of teacher student contact.
	Role of the Parent	Parent has a supporting role under the direction of the teacher.	Student learning plans and assessment activities clearly reflect teacher direction Clear guidelines for parent reporting of student progress to the teacher.
	Teacher Assistant	Assists the teacher and student but does not fulfil the responsibilities of a teacher to plan, direct, assess and report on student learning.	Criminal Record Checks (CRC) have been completed by the employer through Attorney General.

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Educational Program	Student engagement in the program/course	<p>Funding for Grades 10 – 12 is based on engagement in the course.</p> <p>Students must spend sufficient time in the course to meet or exceed the learning outcomes.</p>	<p>Schools may provide students logs of time on task.</p> <p>Teachers may provide logs or portfolios that reflect student activities</p> <p>Electronic communication between the teacher and student/parent reflecting student engagement in learning activities.</p> <p>Any supporting documentation that provides evidence of student engagement in the course leading based on the student learning plan.</p>
	Delivery medium	The delivery medium or teacher contact should have a significant electronic component.	<p>Two-way communication between teachers and students is ongoing, individualized and utilizes a variety of modes.</p> <p>Evidence of communications includes a combination of email, telephone, face-to-face, computer-mediated conferencing, discussion boards, and student work submissions.</p> <p>Students are prepared and able to take the electronic version of both Foundation Skills Assessments (FSA) and any graduation exams offered.</p> <p>Evidence is provided indicating how students are regularly monitored for satisfaction.</p>
	Course plans	<p>All students should have student learning plans.</p> <p>Course overviews, where applicable, for curriculum approved by the school.</p>	<p>Each student should have an electronic or paper learning plan prepared by the teacher that includes content, learning activities, resources and assessment opportunities.</p> <p>For curriculum used by a significant portion of students, the school should provide a course overview that indicates how the curriculum meets the ministry learning outcomes or areas that need to be supplemented to fully meet the learning outcomes.</p>

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Educational Program	Core Subjects	All core subjects must meet the ministry learning outcomes.	Documentation of student plans and activities linking them to learning outcomes.
	Required Courses	All required courses in the graduation program must meet the ministry learning outcomes.	Documentation that specific content indicated in the learning outcomes is being addressed. Students are engaged in meaningful, constructivist, and problem-based inquiry-based activities.
	Non-Core Subjects	All non-core subjects must meet either the ministry learning outcomes or the Authority approved learning outcomes and reflect the IRP curriculum organizers.	Learning activities should be approved and monitored by the teacher.
	Board Authority Authorized (BAA) Courses	All BAA courses must meet the ministry BAA template.	Activities should be based on clearly articulated learning outcomes. Achievement goals clearly identified and strategies developed for reaching these goals. BAA courses cover sheet must be signed off by the Authority and the Ministry. Student learning plans must demonstrate the linkage between the BAA course learning outcomes and the student learning activities.
	Learning Activities	Teachers are responsible for the learning activities.	Student activities are adapted and modified to meet individual needs. Activities address a variety of learning styles and rates. Activities enable students to represent their work in various forms. Instructional strategies for learning are used, monitored and adjusted to ensure students are supported in their learning programs.

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Educational Program	Assessment	<p>Assessment is frequent and linked directly to provincial or authority approved learning outcomes.</p> <p>Students are informed of, and accommodated to, participate in provincial-level standardized testing, provincial, exams, and national and international assessments, or their equivalents, for the purposes of assessing the effectiveness of educational programs.</p> <p>Provincial Graduation Examinations are administered according to guidelines as stated in the Handbook of Procedures.</p>	<p>Assessment makes use of appropriate technologies, supports learning and guides instruction.</p> <p>A range of activities is used to evaluate student learning.</p> <p>Assessment is integrated with learning activities.</p> <p>Assessment includes opportunities for student self assessment. The BC Performance Standards are an example of rubrics for assessment.</p> <p>Students participate in learning assessments.</p> <p>Exemptions and absences are documented.</p> <p>At least 90% of students participate in provincial learning assessments (FSA).</p> <p>Timelines for administering and returning exams are met.</p> <p>Invigilation requirements are met.</p>
	Report Cards	<p>Report Cards are issued in accordance with the Independent School Act and Inspector guidelines, and based on frequent and ongoing assessment by a BC Certified Teacher.</p> <p>A copy of the two most recent report cards must be included in the student file.</p>	<p>School must provide marks to the Ministry for students in the graduation program in a timely manner and in the manner required.</p> <p>Schools must provide a report card several times during the year that provides parents with teacher assessment of student work over a given period of time.</p>