



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

June 2010

Office of the Inspector of Independent Schools
Distributed Learning (DL)

CATEGORY	SUB CATEGORY	STANDARD	SUPPORTING EVIDENCE
1. Administration	1.1 Authority	<p>1.1.1 Authority must be established under the Society Act or the Business Corporation Act or appointed under the Authority Designation Regulation.</p> <p>The School must be a classified independent school.</p>	<p>Documentation is in place reflecting good standing with the registrar of companies or authority is appointed by Cabinet and listed on regulation.</p> <p>Authority has a signed agreement with the Minister.</p> <p>Authority is in compliance with the Independent School Act and regulations.</p>
	1.2 Funding	<p>1.2.1 Ministry funds are to be used solely for operational expenses.</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> <p>No financial incentives are provided in the school publications to encourage enrolment.</p>
	1.3 Student Records	<p>1.3.1 Student records must be complete and comply with Student Records Order and Student Records: Requirements and Best Practice Guidelines for Independent Schools</p>	<p>Student Records 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); • two previous report cards, • IEP to support students when supplementary special education funding is provided. <p>The administration of student records is compliant with Personal Information Protection Act (PIPA).</p>

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1. Administration	1.4 Ministry Reports	1.4.1 School must submit all data in accordance with the inspector Reports, Records and Data Submission Order and the DL Agreement.	Data reports required for submission include: <ul style="list-style-type: none"> • 1701: "Student Data Collection Form"; • I-2001: "Independent School Teacher and Principal Information Form"; • Graduation "TRAX" information; • 1602 "Independent School Authority Information Data Collection Form"; • 1601: "School Data Collection Form"; • DL Student Achievement Data Exchange (SADE); • Statement of Per Student Operating Cost (SOPSOC).
	1.5 Policies	1.5.1 Policies are in place and implemented to reflect learning in a DL environment.	The Authority should have appropriate policies and implementation strategies for DL delivery relating to: <ul style="list-style-type: none"> • safety of students as appropriate; • municipal facility compliance where used for the delivery of the educational program; • teacher and principal supervision/evaluation; • professional development for teaching and learning; • the role of the parent, teacher and teacher assistant; • an appeal process for parents.

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2. BC Teacher	2.1 Teacher Certification	2.1.1 The school must employ teachers certified by the BC College of Teachers or certified or authorized to teach by the Office of the Inspector of Independent Schools.	Teacher files include copies of BC teacher certification and/or British Columbia College of Teacher membership.
	2.2 Role of the Teacher	2.2.1 The teacher is responsible for the planning, implementation, assessment and reporting out of student learning. Teachers incorporate a mix of modalities in their instruction in order to meet student need.	Teachers evaluate and assess student progress based on their professional assessment and where appropriate input from parents and the student is received. There is evidence that student learning plans are developed by the teacher in conjunction with the student and or parent. Student learning plans and submitted learning activities reflect a variety of learning styles.
	2.3 Student/Teacher/Parent Contact	2.3.1 The teacher has weekly contact with the student. The teacher has regular contact with the parent as needed.	Communication demonstrates 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.
	2.4 Role of the Parent	2.4.1 Parent has a supporting role under the direction of the teacher.	Student learning plans and assessment activities clearly reflect teacher direction. There are clear guidelines for parent reporting of student progress to the teacher.

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2. BC Teacher	2.5 Teacher Assistant (TA)	<p>2.5.1 The TA supports the teacher and student but does not replace the responsibilities of a teacher to plan, direct, assess and report on student learning.</p> <p>Criminal Record Checks, through the Solicitor General, have been completed for all contractors/employees working with children.</p>	<p>Guidelines are established to distinguish the roles of the teacher, teacher assistant and parent.</p> <p>Completed Criminal Record Checks are on file.</p>
3. Educational Program	3.1 Student engagement in the program/course	<p>3.1.1 Funding for Grades 10 – 12 is based on engagement in the course.</p> <p>Students must spend sufficient time in the course commensurate with the course credit value, in order to meet or exceed the learning outcomes.</p>	<p>There is supporting documentation that provides evidence the student is an active participant prior to being enrolled in the course on a 1701 Form.</p> <p>Teachers provide logs or portfolios that reflect student activities.</p> <p>There is ongoing electronic communication between the teacher and student/parent reflecting student engagement in learning activities.</p>

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3. Educational Program	3.2 Delivery medium	3.2.1 The delivery medium for student/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>The computer technology available enables the student to take the electronic version of both Foundation Skills Assessments (FSA) and any graduation exams offered.</p>
	3.3 Course plans	<p>3.3.1 All students have student learning plans.</p> <p>There are course overviews, where applicable, for curriculum approved by the school.</p>	<p>Each student should have an electronic or paper based learning plan prepared by the teacher that includes content, learning activities, resources and assessment opportunities and links to the Ministry learning outcomes.</p> <p>For common 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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3. Educational Program	3.4 Core Subjects	3.4.1 All core subjects meet the ministry learning outcomes.	There is documentation of student plans and activities linking them to learning outcomes.
	Required Courses	All required courses in the graduation program meet the ministry learning outcomes.	There is documentation that specific content identified in the learning outcomes is being addressed. Students are engaged in meaningful, constructivist, and problem-based inquiry-based activities.
	3.5 Non-Core Subjects	3.5.1 All non-core subjects meet the Ministry curriculum organizers and Ministry or Authority learning outcomes.	Learning activities are approved and monitored by the teacher. Activities are based on clearly articulated learning outcomes. Achievement goals and strategies to reach them are clearly identified.
	Board Authority Authorized (BAA) Courses	All BAA courses must meet the ministry BAA template requirements.	BAA course verification page must be approved by the Authority and the Ministry (upon next inspection). Student learning plans demonstrate the linkage between the BAA course learning outcomes and the student learning activities.
	3.6 Learning Activities	3.6.1 Teachers incorporate a mix of modalities to address different student learning styles. Teachers are responsible for the learning activities for students	Teachers select and use content and activities that include multiple modalities (e.g., visual text and auditory options are provided in lessons). 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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3. Educational Program	3.7 Assessment	<p>3.7.1 Assessment is frequent and ongoing and addresses Ministry 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>FSA is administered according to Ministry guidelines.</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 strategies 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 used as guidelines for assessment.</p> <p>The school is planning for and working towards 100% of students participating in provincial learning assessments (FSA).</p> <p>Students participate in learning assessments. Exemptions and absences are documented.</p> <p>Timelines for administering and returning exams are met.</p> <p>Invigilation requirements are met.</p>

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3. Educational Program	3.8 Report Cards	3.8.1 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>School must provide marks to the Ministry for students in the graduation program in a timely manner as required.</p> <p>Schools must provide a report card at least three times during the year that provides parents with teacher assessment of student work over a given period of time.</p>

Sample