



# Monitoring Inspection Report (2022-23)

## Brick & Mortar Independent Schools (Groups 1, 2, and 4)

### Inspection Purpose

- **Monitoring Inspection (MI):** A comprehensive review of compliance with legislative and other regulatory requirements, student safety, school and student outcomes and a survey of the school's policy and educational programming held at scheduled intervals between EEC Inspections – not leading to Certification.

### Pre-Inspection Instructions for Schools

1. The Ministry has provided a guide to assist your inspection process – please refer to the [Inspection Template Guide for Administrators](#).
2. The Independent School must pre-populate this Report prior to a Monitoring Inspection visit.
  - Do **not** fill in any information in the **orange boxes**; this space is for Ministry of Education and Child Care use only.
  - **Caution:** Uploading this document to **Google Drive or other file sharing applications** leads to file corruption and may remove the ability for boxes to be marked/comments to be inserted. **If the Ministry of Education and Child Care receives a corrupted document, you will be required to resubmit at our request using the template as directed.**
  - At times, sections will not apply to certain schools. This is clearly noted in the document. Schools undergoing a **MONITORING INSPECTION** do not need to fill in Appendix C (Curriculum), unless the School is adding a grade – in which case only the applicable grade level is to be completed in Appendix C.
3. Along with this Report Template, Schools are required to submit the following 4-5 documents to the Ministry at [EDUC.IndependentSchoolsOffice@gov.bc.ca](mailto:EDUC.IndependentSchoolsOffice@gov.bc.ca):
  1. **Evidence of Municipal Compliance** - A copy of a letter, (dated more recently than **January 1, 2017**) from the local government/regional district or a copy of the latest ACRS report (First Nations Schools) to this report confirming there are no compliance-related concerns regarding the school facility and property. *In the event the school facilities have undergone construction or have been relocated since the last issued Letter of Municipal Compliance, the School is required to have their municipality issue an updated Letter of Compliance prior to the inspection*
    - **Note** - If the School is using an additional campus within the same School District, the school must obtain evidence of Municipal compliance for the 'satellite' campus.
    - **Note** - If the School is operating (or intends to be operating) an additional campus located in a different School District, then the school is required to go through the process of opening a new school with a new Ministry code and undergo a separate inspection
  2. A copy of the School's most recent inspection's Ministry cover letter, and



3. A copy of the School's official response listing its responses to the previous inspection's follow-up items. (See also Section 2.01 of this report.)
4. **Groups 1 and 2 Schools ONLY:** A copy of applicable financial document establishing charitable or not-for-profit status (if applicable, see Section 1.04 of this report).
5. Proof of having submitted a copy of the Annual Report to the BC Corporate Registry (if applicable, see Section 1.04 of this report). (Note, upon payment for the Annual Report filing, the Corporate Registry issues a receipt as proof.)

*An Inspector will contact you prior to the Inspection to delineate further documentation he/she is requesting prior to the School's Inspection. Note: That material should be shared only with the Inspector and does **not** need to be submitted to the Ministry. We are notifying you now that this request will include:*

- A copy of the school's Certificate Verification Response File from the Teacher Regulation Branch (TRB) dated two weeks prior to the inspection that lists the school's teachers with their current certification. This report must be requested in, and later retrieved from, the Employer's area on the [Teacher Regulation Branch](#) website.
- A copy of the 1701 data submitted to the Ministry on September 30<sup>th</sup>.

## Deadlines for Submission of Documents

**Monitoring Inspections: Thursday, October 6<sup>th</sup>, 2022**

**Email report template with attachments to:** [EDUC.IndependentSchoolsOffice@gov.bc.ca](mailto:EDUC.IndependentSchoolsOffice@gov.bc.ca)

**Subject Line – Please identify your email as below:**

Example: 03878989 – MI Report for Sunshine Elementary School

\*When naming the attachments, please do NOT use a # sign – this forces the Ministry to rename every document.



## School Inspection Information

**Ministry Use Only**☒ Virtual☐ In-Person☒ Monitoring  
Inspection

Date(s) of Inspection:

October 21, 2022

Ministry Chair:

Heather Smith

Inspection Team Member(s):

[Click here to enter text.](#)

Date(s) of Previous Inspection:

October 18, 2021

Certificate Expiry Date:

June 30, 2024

List of School Representative(s)  
participating in this inspection: Baird Corrigan



## Part I: Essential Priorities

## 1.01 School Information

<b>School Name:</b>	Fountainview Academy					
<b>Ministry School Code (8-digits):</b>	07496333					
<b>Current Group Classification:</b>	<input type="checkbox"/> Group 1		<input type="checkbox"/> Group 3		<input type="checkbox"/> Group 3 Interim	
	<input type="checkbox"/> Group 2		<input checked="" type="checkbox"/> Group 4		<input type="checkbox"/> Group 4 Interim	
<b>School in Continuous Operation Since:</b>	September 1, 1977					
<b>School Address:</b>	7615 Lytton-Lillooet Hwy					
<b>City/Town:</b>	Lillooet					
<b>Postal Code:</b>	V0K1V0					
<b>School Mailing Address (if different):</b>	<a href="#">Click here to enter text.</a>					
<b>School Website Address:</b>	fountainviewacademy.ca					
<b>School Contact Email:</b>	bcorrigan@fountainviewacademy.ca					
<b>School Phone Number:</b>	(250) 256-5400					
<b>School Calendar indicator (check all that apply):</b>	<input checked="" type="checkbox"/> Linear (Sept-Jun)		<input checked="" type="checkbox"/> Semesters		<input type="checkbox"/> Trimesters	
	<input type="checkbox"/> Quadmesters		<input type="checkbox"/> Summer Programs			
<b>Does the school operate a Pre-School?</b>	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
<b>Does the School offer before/after school care?</b>	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
<b>School Association, Affiliation, or support organization (Check all that apply):</b>	<input type="checkbox"/> ISABC	<input type="checkbox"/> CIS	<input type="checkbox"/> ACSI	<input type="checkbox"/> SCSBC	<input checked="" type="checkbox"/> AMS	<input type="checkbox"/> FNSA
	<input type="checkbox"/> ISSA (Islamic Schools Support Assoc.)		<input type="checkbox"/> G4SA (Group 4 Support Assoc.)		<input type="checkbox"/> AWSNA (BC Waldorf Schools)	
<b>The School uses MyEdBC as Student Information System (SIS)</b>	<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No			





Other? If using different SIS, provide name:

[Click here to enter text.](#)

### For Ministry Use Only

Section 1.01: The School meets requirements.

☒ Yes

☐ No

Comments: (if 'No,' list any items that require further attention.)

[Click here to enter text.](#)

## 1.02 Recent School Changes

Since the School's last Monitoring/EEC Inspection, have there been changes in:

- School Leadership (Principal/Head of School)?

☐ Yes

☒ No

☐ Yes

☒ No

- Facilities that required a building inspection?

Note: Do NOT attach school building/facility's floor plan

☐ Yes

☒ No

☐ Yes

☒ No

- School Authority?

(Is the entity on record with the Ministry still operating the school currently?)

☐ Yes

☒ No

☐ Yes

☒ No

[Click here to enter text.](#)

Is the School intending to change its Group Classification following this inspection?

☐ Yes

☒ No

☐ Yes

☒ No

[Click here to enter text.](#)

Has the School added any new grades this year?  
(If so, list added grades below and complete Section 2.08)

☐ Yes

☒ No

☐ Yes

☒ No

[Click here to enter text.](#)

If yes, the School is reminded that the Ministry required written notification in May of 2022.

Has the School added the Adult Graduation Program this year?  
(If so, describe below.)

☐ Yes

☒ No

☐ Yes

☒ No

[Click here to enter text.](#)

If yes, please note this requires prior approval from the Ministry.

### For Ministry Use Only

Section 1.02: The School meets requirements.

☒ Yes

☐ No

Comments: (if 'No,' list any items that remain unsatisfactorily resolved and require further attention.)

[Click here to enter text.](#)



## 1.03 Contact Information: School Authority

School Authority Name of Record:

☒ Yes ☐ No

Fountainview Academy Association

School Authority Chair/Head:

☒ Yes ☐ No

Dallas Mowat

School Authority Contact Information with Ministry (see School Contact List) is up to date.

If not, please request Authority contact info update by emailing

[educ.independentschoolsoffice@gov.bc.ca](mailto:educ.independentschoolsoffice@gov.bc.ca)☒ Yes ☐ No

Yes

## 1.04 School Authority Financial Information

Official Registration Number (as issued by Corporate Registry for societies and business corporations):

☒ Yes ☐ No

S-0015575

Or (if not a society  
or corporation)☐ N/A

Indicate under which your School Authority is incorporated:

☒ Yes ☐ No☒ Societies Act

Date and proof of last Annual Report submission:

January 21, 2022

☐ Business Corporation Act

Date and proof of last Annual Report submission:

Click or tap to enter a date.

☐ Order in Council (Authority Designation) or Private Act(In this case, the school's authority will NOT have  
been issued a Corporate Registry Registration  
number!)

Name of Act (if applicable):

Click here to enter text.

## Group 1 and 2 schools ONLY:

In accordance with The Societies Act, the School has provided evidence of its charitable or not-for-profit status as per Section 4(1)(a) of the Independent School Act by filing with Canada Revenue Agency within six months of the most recent fiscal year-end in one of the following ways. A copy of official filing to be available during inspection.

☐ Yes ☐ No

Evidence of filing:

☐ Yes ☐ No☐ annual information return (Form T3010) or☐ Not-for-Profit tax return (Form T1044) or Form T2 (if incorporated), or☐ Not applicable if not society operated (such as instituted under the Business Corporation Act or an Order in Council or Private Act).

**Group 4 schools ONLY:**

Is this the School's first year of operation?

☐ Yes☒ No☐ Yes☒ NoA declaration of the School's bonding is included in the school's promotional materials and provides information about its purpose, timelines and [Independent School Fee Refund guidelines](#).☒ Yes☐ No☒ Yes☐ No

The School's Fee and Refund policy is consistent with any promotional or other informational material published or supplied by the authority.

☐ Yes☒ No☐ Yes☒ NoThe School's Fee and Refund policy (for first year of operation) includes the required wording as described in the [Independent School Fee Refund Guideline](#).☐ Yes☐ No☐ Yes☐ No**For Ministry Use Only****Section 1.03 – 1.04: The School meets requirements.**☐ Yes☒ No**Comments:**Policy - The School is required to revise its Tuition and Fees Policy to fully incorporate the required elements identified in the Independent School Fee Refund guidelines [school-fee-refund-guidelines.pdf \(gov.bc.ca\)](#). (Section 1.04)**1.05 Contact Information: Principal and Emergency Contact****School Contact Information with Ministry (see School Contact List) is up to date.***Note: It is the School's responsibility to ensure information is updated. [Click link to verify/update information.](#)*

Yes

☒ Yes☐ No**Principal's Email Address**

bcorrigan@fountainviewacademy.ca

☒ Yes☐ No**Principal's Phone Number**

(250) 256-5400

☒ Yes☐ No**24 Hour Emergency Contact Person (name)**  
(if different than Principal)

Mary Corrigan

☒ Yes☐ No**24 Hour Emergency Contact Person's Number**  
(if different than listed above)

s.22

**For Ministry Use Only****Section 1.05: The School meets requirements.**☒ Yes☐ No**Comments:**[Click here to enter text.](#)



## 1.06 School Roles and Responsibilities

### 1.06a: School Leadership Principal/Head of School

		Ministry Verification	
Is the Principal/Head of School present at the School on a daily basis?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
In the absence of Principal/Head of School, is there a staff member (certified teacher – TRB) clearly identified as having full responsibility for daily operations of the School?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Name of Individual	Mary Corrigan		

### 1.06b: Child Abuse Reporting

Name of Individual Serving as Appointed School Official (ASO)	Scott Richards	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Name of Individual Serving as Alternate Appointed School Official (AASO)	Dallas Mowat	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.06c: Privacy Officer

Name of Individual Serving as Privacy Officer	Krystal Williams	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
---	------------------	---

### 1.06d: Safe School Coordinators (erase Strategy and Training)

<p><b>ERASE TRAINING</b></p> <ul style="list-style-type: none"> <li>Training must have been taken within the past 3 years (2019 training is current for the 2022-23 school year).</li> <li>Please check the <a href="#">ERASE website</a> in the fall for updates on training availability.</li> <li>Between 2020 and 2022, Hybrid Training was offered provincially online. This training encapsulated both Basic VTRA and Digital Threat Assessment Training and meets the requirement for both.</li> </ul> <p><b>*Note:</b> Trauma-Informed Safe and Caring Schools Communities are also offered through erase but do not meet the VTRA/DTA Training requirements.</p> <p><b>Requirement 1:</b> The School is required to have a Primary Safe School Coordinator (Principal) AND one other individual with Basic VTRA training. The second individual may be an Additional Safe School Coordinator at the School, another Safe School Coordinator within the School Authority, or the School's "Umbrella Association's" Safe School Coordinator.</p> <p><i>Individual #1 - Primary Safe School Coordinator</i></p>				
Name of person serving as Primary Safe School Coordinator	Date of Basic VTRA Training	Date of Digital Threat Assessment Training	OR Date of Hybrid Virtual Training	Ministry Verification
Mary Corrigan	February 1, 2019	March 8, 2019	Click or tap to enter a date.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Individual #2 – BASIC VTSA**Additional Safe School Coordinator **OR** Safe School Coordinator within the Authority **OR** “Umbrella” Association’s Safe School Coordinator

Name of Person	Date of Basic VTSA Training	OR Date of Hybrid (Virtual) Training	Ministry Verification	
Kent Dykstra	<i>Click or tap to enter a date.</i>	January 21, 2021	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**Requirement 2:** The School is required to have access to at least ONE person who can support the school in **Digital Threat Assessment**. The individual may be the Primary Safe School Coordinator, an Additional Safe School Coordinator at the School, another Safe School Coordinator within the School Authority, or the School’s “Umbrella Association’s” Safe School Coordinator.

**DTA Training (one person required)**Primary Safe School Coordinator **OR** Additional Safe School Coordinator **OR** Safe School Coordinator within the Authority **OR** “Umbrella” Association’s Safe School Coordinator

Name of Person	Date of Basic Digital Threat Assessment (Basic DTA) Training	OR Date of Hybrid (Virtual) Training	Ministry Verification	
Mary Corrigan	May 8, 2019	<i>Click or tap to enter a date.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

The School’s Safe School Coordinator information for the **erase Report it tool** is current or has been updated during this Inspection.

☒ Yes ☐ No☒ Yes ☐ No

Contact the **Independent Schools Branch** for the form to update if required.

The School is aware of the **B.C Student Safety Communication Protocol** (in the secure, password protected area for Safe School Coordinators on the **ERASE website**).

☒ Yes ☐ No☒ Yes ☐ No

Email the **Independent Schools Branch** if you require login details.

**For Ministry Use Only****Section 1.06: The School meets requirements.**☒ Yes ☐ No**Comments:***Click here to enter text.***1.07 Student Enrolment****Please list the total number of currently registered students by grade level****a) Lower Grades**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (A)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>Click Here.</i>	<i>Click Here.</i>	<i>Click Here.</i>	<i>Click Here.</i>	<i>Click Here.</i>	<i>Click Here.</i>	<i>Click Here.</i>	<i>Click Here.</i>	0		

**b) Higher Grades**



Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
0	0	18	23	24

Total  
(B)

65

☒ Yes ☐ No

c) Whole School  
Student count  
(A+B)

65

☒ Yes ☐ No

Please list the total number, if any, of the following students:

English Language Learners

☐ Yes ☒ No

International Students

☒ Yes ☐ No

Study Permits are in place and current  
for this school year.

☒ Yes ☐ No ☐ N/A

Total #  
Enrolled:

[Click  
Here.](#)
☐ Yes ☒ No

Total #  
Enrolled:

35

☐ Yes ☐ No

☒ Yes ☐ No ☐ N/A

Total number of students with Diverse Abilities/Disabilities with  
Ministry Special Education Designations (both funded and non-  
funded categories) (Categories A, B, C, D, F, G, H and K, P, Q, R)

Total #  
Enrolled:

0

☒ Yes ☐ No ☒ N/A

Total number of students with Diverse Abilities/Disabilities with  
Ministry funded Special Education Designations (Categories A, B, C,  
D, F, G, H)

Total #  
Enrolled:

0

☒ Yes ☐ No ☒ N/A

Does the School have students currently  
enrolled in Adult Graduation program?

☐ Yes ☒ No

Total #  
Enrolled:

[Click  
Here.](#)
☐ Yes ☒ No

For Ministry Use Only

Section 1.07:

Comments:

[Click here to enter text.](#)

## 1.08 Staffing

### 1.08a: Teacher Certification Summary

The School will be required to have on hand a valid “TRB Certificate Verification Response File” generated from the Employers area of the Teacher Regulation Branch (TRB) website dated two weeks prior to the Monitoring Inspection. (This will need to be emailed to your inspector/chair prior to your inspection.)

Types of Certifications

Number of  
teachers

For Ministry  
verification



Certificate of Qualification (COQ) Certification

Independent School: **Professional Certificate**Independent School: **Subject Restricted (SR)**Independent School: **System Restricted (SYR)** (Montessori or Waldorf)Independent School: **School and Subject Restricted (SSR)**Number of teachers with an issued **Letter of Permission (LOP)**Number of teachers whose certification is **still in process** with Teacher Regulation (TRB) Branch[Click here to enter text.](#)☐ Yes ☐ No

3

☒ Yes ☐ No[Click here to enter text.](#)☐ Yes ☐ No[Click here to enter text.](#)☐ Yes ☐ No[Click here to enter text.](#)☐ Yes ☐ No[Click here to enter text.](#)☐ Yes ☐ No

1

☒ Yes ☐ No**TOTAL:**

4

☒ Yes ☐ No**All schools are required to list all teachers and their certification status in Appendix A.**

### 1.08b: Certification and CRC Verification

All teachers at the School are properly certified with **current TRB certification**.☐ Yes ☒ No☐ Yes ☒ NoTeachers with **SR, SYR or SSR certification**, are teaching in the appropriate domains.☐ Yes ☐ No ☒ N/A☐ Yes ☐ No ☒ N/AAll non-teaching **support staff** employed at the School working with children have **valid criminal record checks** on file through the Ministry of Public Safety and Solicitor General.☐ Yes ☒ No ☐ N/A☐ Yes ☒ No ☐ N/A**Any teachers who are currently employed by the School Authority and whose certification applications are still being processed by the TRB, have:**

TRB confirmation on file (Status update screenshot from TRB application site) that all required documents have been submitted to the TRB and are awaiting processing.

☒ Yes ☐ No ☐ N/A☒ Yes ☐ No ☐ N/ASeparate Criminal Record Checks cleared by the **Ministry of Public Safety and Solicitor General** (not through local law enforcement).☒ Yes ☐ No ☐ N/A☒ Yes ☐ No ☐ N/A**For any Teachers teaching with Letters of Permission:**

The School – is providing professional supports, mentoring, and teacher evaluations.

☐ Yes ☐ No ☒ N/A☐ Yes ☐ No ☒ N/A

Describe ongoing professional supports for staff with SSRs, SRs, and LOPs:

[Click here to enter text.](#)☐ Yes ☐ No ☒ N/AThe School has a plan to reduce the number of staff teaching with Letters of Permission during current and/or next school year. *Schools should be prepared to discuss how they have been managing LOPs to date, along with their strategies to reduce the number of LOPs in the School.*☐ Yes ☐ No ☒ N/A☐ Yes ☐ No ☒ N/A



All Schools are required to list all non-certified staff working with children in Appendix B.

**For Ministry Use Only**

**Sections 1.08a and 1.08b + Appendices A & B: The School meets requirements.**

☐ Yes

☒ No

**Comments:**

Statutory - The School is required to confirm certification for one teacher. (Section 1.08a and Appendix A) The School provided evidence that the application was complete and pending review as of September 9th, 2022.

Statutory - The School is required to confirm clearance of one Criminal Record Check for one non-teaching staff member. (Section 1.08b and Appendix B) Application has been made to the PSSG and is pending.

## Part II: Operational Priorities

### 2.01 Compliance/Follow-up on most recent Ministry Inspection

☐ No follow-up items were identified in the most recent Ministry Inspection

**OR**

Indicate number of Statutory and Policy items that required follow-up from the most recent inspection:

Number of Statutory items:

2

Number of Policy items:

4

**Ensure all documentation supporting your work on completing all follow-up items and any policies that needed to be updated are available for review by the inspection team.**

**For Ministry Use Only**

**Section 2:01: Have all of these identified Statutory, or Policy Follow-up Requirements been satisfactorily addressed?**

☐ Yes

☐ No

**Comments:**

*Click here to enter text.*

### 2.02 School Facilities

Name of local government, First Nation government, or regional district:

Thompson-Nicola Regional District

**Ministry Verification**

☒ Yes

☐ No

An updated copy of the local government/municipal compliance (Comfort Letter) or an ACRS Report dated more recently than January 1, 2017, is attached to this submission electronically.

☒ Yes

☐ No

☒ Yes

☐ No





Does the school operate multiple campuses within a single school district?

☐ Yes☒ No☐ Yes☒ No

If so, does the school have Municipal Compliance letters for each campus?

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A**For Ministry Use Only****Section 2.02: The School meets requirements.**☒ Yes☐ No**Comments:***Click here to enter text.*

## 2.03 Maintenance and Safety

Maintenance and safety procedures are in place for buildings, school grounds, playgrounds, and perimeter grounds.

☒ Yes☐ No☒ Yes☐ No

The School routinely logs drills and safety checks/external safety inspections or reviews.

☒ Yes☐ No☐ Yes☐ No

Alarms, Fire Extinguishers and Safety Equipment

Date of most recent inspection/servicing: August 13, 2021

☐ Yes☐ NoFacilities receive regular inspections by local officials (**Fire Department**).☐ Yes☐ No☐ Yes☐ No

Date of most recent inspection by Fire Department:

Click or tap to enter a date.

OR

☒ Not available in region

OR

☐ Not available in region

Are there any follow-up requirements by local officials (Fire Department, etc.) from their most recent inspection still to be completed? If Yes, describe below.

☐ Yes☒ No☐ Yes☒ No*Click here to enter text.***LEAD CONTENT** in School's water has been tested and, if required, necessary mitigations have been made and Health Authorities and Ministry have been notified:☒ Yes☐ No☒ Yes☐ No

Date of most recent inspection:

October 21, 2019

**For Ministry Use Only****Section 2.03: The School meets requirements.**☒ Yes☐ No**Comments:**

Fountainview Academy is in a region in which the Fire Department does not inspect schools. The School itself maintains two Fire trucks. Fire equipment is serviced regularly by a third party contractor.



## 2.04 Provincial Health Officer requirements (if applicable at time of inspection)

The School declares it has a **Communicable Disease Prevention Plan** in place and is adhering to and consistently implementing the Provincial Health Officer's requirements and Ministry of Education and Child Care directives as per current stage of COVID restrictions (if applicable). *If this is not the case, please explain below:*

☒ Yes ☐ No

*Note: The Independent School inspection process is not intended to function as a review of a school's compliance with Covid-19 requirements.*

[Click here to enter text.](#)

### For Ministry Use Only

**Section 2.04: The School meets requirements.**

☒ Yes ☐ No

### Comments:

[Click here to enter text.](#)

## 2.05 Boarding School Programs

Does the School have a boarding program and facility?  
If 'Yes,' complete this section.

☒ Yes

☐ No

☒ Yes

☐ No

If 'No,' proceed to Section 2.06

Is the School aware of the new **Boarding Guidelines** with projected implementation date of January 2023?

☒ Yes

☐ No

☒ Yes

☐ No

**Number of boarding students. Complete the table below.**

Grade	B.C. Resident Student Count	Out of Province Student Count	Out of Country (Int'l Student) Count	Total Boarding Student Count
Kindergarten	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 01	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 02	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 03	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 04	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 05	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 06	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 07	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 08	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 09	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>	0
Grade 10				12
Grade 11				22
Grade 12				21

s.22



Total	12	12	31	55
How many house-parents/adult supervisors are employed in the boarding program?	9			<input checked="" type="checkbox"/> Yes
Does School have on file cleared Criminal Record Checks (through Ministry of Public Safety and Solicitor General) for all employees who are in contact with students at the boarding facilities?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**For Ministry Use Only****Section 2.05: The School meets requirements.**☐ Yes☐ No

OR

☐ The School does not have a Boarding Program.**Comments:**

As indicated in Section 1.08b, the School is awaiting the clearance of one CRC pertaining to a adult providing supervision in the Boarding Facility.

## 2.06 Protocols and Written Policies/Procedures

## 2.06a: Statutory Requirements are established and operationalized:

Items in RED are rooted in legislation and will be listed as Statutory items if follow-up is required.

**School Administrators are required to review pertinent legislative requirements that are accessible by clicking the hyperlinks below.**

**Administrative Requirements****School Declaration****Ministry Verification****Child Abuse Reporting Protocols** (required under *Child, Family and Community Service Act*)

The B.C. Handbook for Action on Child Abuse and Neglect: For Service Providers ([gov.bc.ca](http://gov.bc.ca))

- Child Abuse Reporting Policy (duty to report covering all areas of school operations)
- Written policy describes the role of **Appointed School Official** (ASO)
- Written policy describes the role of **Alternate Appointed School Official** (AASO)

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**Student Records Protocols** (required under the *Student Records Order and section 9 of the Independent School Regulation*)

Resource: Student Records: *Best Practices Guidelines for Independent Schools* (updated July 2021)

- Contents (PSR and Inclusions – legal/medical alerts) are securely stored (digital or paper-based)
- Legal Alert (court orders, name change, etc.) or Medical Alert (epilepsy, anaphylaxis, etc.) boxes are checked off and related inclusions referenced in the inclusion section are included in the Permanent Student Record
- Student Legal Name proof (copy of birth certificate, passport, First Nation Status Card, etc.)
- Homeschooled children have PEN, PSR, and inclusion statement which identifies these children as being homeschooled
- FOR GROUP 1 and 2 Schools ONLY (not Group 4):**
- STUDENT FILES CONTAIN Verification that parent/guardian is
  - (a) legally in Canada and
  - (b) ordinarily resident in B.C.
 Sample Form: [Student Records Best Practice \(fisabc.ca\)](http://fisabc.ca)
- Copies of minimum two most recent years of student progress reports

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No



- Provision has been made in the School's **Privacy OR Student Records Policies** for the sharing of information without requiring parental consent regarding an enrolled student or registered child (homeschooled) **for the delivery of health services, social services, or other support services.** As per *Student Records Order*– Section 6(1). *Parental consent is not required when record disclosure is required by legislation.*

☒ Yes☐ No☒ Yes☐ No

- Retention (PSR – minimum 55 Years)

☒ Yes☐ No☒ Yes☐ No

- Student Family/Guardian emergency contact info

☒ Yes☐ No☒ Yes☐ No

- Student Record Policy has been operationalized.

☒ Yes☐ No☒ Yes☐ No

#### Protection of Privacy (required under *The Personal Information Protection Act, S.B.C. 2003, c. 63*)

- PIPA Policy in place

☒ Yes☐ No☒ Yes☐ No

- Policy includes the appointment and describes the role of a Privacy and Information Sharing Officer

☒ Yes☐ No☒ Yes☐ No

#### Anaphylaxis - aligning with BC Anaphylactic Child Safety Framework

- Anaphylaxis Policy / Protocol

☒ Yes☐ No☒ Yes☐ No☐ N/A

#### Harassment and Bullying Prevention Protocols (required under *Harassment and Bullying Prevention Order*)

- Separate and specifically titled "Harassment and Bullying Prevention (H&BP) Policy"

☒ Yes☐ No☒ Yes☐ No

- Policy includes all 5 elements required in the *Harassment and Bullying Prevention Order*

☒ Yes☐ No☒ Yes☐ No

#### Diverse Abilities/Disabilities - Special Needs Education Protocols – if applicable (required under *Educational Standards Order*)

- School-Specific Special Education Policy

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

- School Completion (Evergreen) Certificate policy in alignment with ESO Section 5.3)

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

- Program aligns with Special Education Services, Manual of Policies, Procedures and Guidelines

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

- Operationalized: There is evidence that students who have been reported on 1701 as having special needs have regularly reviewed IEPs

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

- Operationalized: School is requiring Signed Special Education Funding: Parent/Guardian Confirmation Form for students receiving supplemental funding

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

#### For Ministry Use Only

**Section 2.06a: The School meets requirements.**

☒ Yes☐ No

**The School has communicated and made accessible relevant protocols, policies, and procedures to parents, staff, and students.**

☒ Yes☐ No

#### Comments (regarding statutory policy requirements and implementation/operationalization):

The School has published a Student Handbook online.

### 2.06b: Policy Requirements are established and operationalized:

Items in BLUE are matters that will be listed as Policy items if follow-up is required.

**School Administrators are required to review pertinent legislative requirements that are accessible by clicking the purple hyperlinks below.**

#### Operational Requirements

#### School Declaration

#### Ministry Verification

#### Emergency Preparedness Protocols

- Emergency Response Plan in place - aligns with [emergency-management-guide.pdf \(gov.bc.ca\)](#)

☒ Yes☐ No☒ Yes☐ No

- Fire drills (recommended 6/year)

☒ Yes☐ No☒ Yes☐ No



➤ Earthquake drills (recommended 3/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Lockdown drills (recommended 2/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Emergency drills have been operationalized and are held regularly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### Student Supervision Protocols

➤ Student Supervision Policy (before, during, after school) in place	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Supervision Schedule has been operationalized.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### Student Discipline Protocols

➤ Student Discipline Policy/Procedures	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
--	---	-----------------------------	---	-----------------------------

### Anti-smoking Protocols (required under the *Tobacco and Vapour Products Control Act*)

➤ Anti-smoking policies (including prohibition of vapour products)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
--	---	-----------------------------	---	-----------------------------

### Field Trip (Student Safety) Protocols

➤ Provisions for medical issues (anaphylaxis, etc., on field trips)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Communications management of emergencies on field trips	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### Transportation Protocols (if applicable)

➤ School Policy includes Safety Procedures & Bus Evacuation Procedures (for regularly bussed students or for chartered field trips).	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
➤ Bus Evacuation drills have been operationalized.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

### Appeals Protocols

➤ Overarching Appeals policy (procedures to address range of parental/guardian concerns)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Policy ensures procedural fairness and principles of natural justice – has a multi-step appeal process.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ If schools are FISA members, they may wish to include a reference to their FISA association's ombudsperson in the School's appeal process as an option for final review.				
➤ Recognizing that independent schools often serve parent communities with specific cultural backgrounds and values, the Ministry of Education and Child Care encourages B.C.'s Independent Schools to develop or include dispute or grievance resolution processes which reflect and honour the values of their member communities.				

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

➤ Principal /Head of School and Teacher Evaluation Policy in place	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Operationalized: Is there evidence that evaluations are conducted according to school policy and stipulated frequencies?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

### International Student Protocols (if applicable)

➤ School-based Homestay Policy based on MOE (2018) <i>Homestay Guidelines</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A
➤ <i>International Student Graduation Credit Policy</i> operationalized in Graduation program	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
➤ For Group 4 schools where English is the primary language of instruction ONLY: School has developed a standardized ELL assessment for ELL students (required to have been implemented in Spring of 2022) (see notes in Template Guide)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
➤ For Group 4 schools where French is the primary language of instruction ONLY: School has developed a standardized FLL assessment for FLL students (required to have been implemented in Spring of 2022) (see notes in Template Guide)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A

### Boarding Policy (if applicable)

The school is aware of the anticipated Boarding Policy requirement that is projected for implementation in January 2023.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
--	---	-----------------------------	------------------------------	---	-----------------------------	------------------------------

### Educational Resource Protocols

➤ Educational Resource Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Policy includes an Educational Resource Appeal Process	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### Cash Payment Policy

➤ Policy to minimize cash fee payments	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
--	---	-----------------------------	---	-----------------------------

**Water Testing Policy**

- Policy regarding testing lead content in drinking water minimally once very three years and mitigate plus inform Health Authority and Ministry
- Policy has been updated to reflect revised Health Canada guidelines regarding acceptable levels of lead content in drinking water. [Lead Information Package - Some Commonly Asked Questions About Lead and Human Health - Canada.ca](#)

☒ Yes ☐ No☒ Yes ☐ No☒ Yes ☐ No☒ Yes ☐ No**PERMANENT School Closure Policy (for schools within first five years of operation only):**

- School has developed a school closure policy (for when the school closes its entire operation). Required for 2022-23 school year (see notes in Template Guide).

☐ Yes ☐ No ☒ N/A☐ Yes ☐ No ☒ N/A**For Ministry Use Only****Section 2.06b: The School meets requirements.**☐ Yes ☐ No

The School has communicated and made accessible relevant protocols, policies, and procedures to parents, staff, and students.

☐ Yes ☐ No**Comments regarding policy requirements and implementation/operationalization:**

At the time of the inspection, the School could not provide evidence that the required number of Fire, Earthquake and Lockdown drills occurred last year. The School provided a schedule of planned drills for 2022-23 that meets requirements. The schedule suggests that 9 drill will occur before March 30<sup>th</sup>, with the rest occurring in the final months of the school year.

Policy - The School is required to confirm on/around March 30<sup>th</sup> that they have operationalized the proposed Emergency Drill Schedule (Section 2.06b)

## 2.07 Inclusive Education

### 2.07a: Bullying Prevention

Describe how the School intentionally and systematically incorporates anti-bullying strategies or additional programs to actively teach bullying prevention or anti-racism skills into its educational program.

(A non-exhaustive list of examples/possible options includes: *Open Parachute, Second Step, Virtues Program, Friends, WITS, PREVNET, Red Cross, Respectful Futures, Conflict Resolution training, etc.*)

Presentations during whole-school assemblies; individualized guided conflict resolution

☒ Yes ☐ No

### 2.07b: Indigenous Education Programs at non-First Nation Independent Schools

Do you enroll students who identify as Indigenous?

☐ Yes☒ No☐ Yes☒ No

If NO, proceed to Section 2.07c

If YES, describe how the School creates a sense of value and belonging for students identifying as Indigenous (e.g., First Nation, Métis, Inuit) and how it includes First Peoples cultures, languages, worldviews, and/or knowledges within the curriculum.

[Click here to enter text.](#)

☐ Yes ☐ No



## 2.07c: Learning Support Services

Are Learning Support/Special Education (Inclusive Education) services part of the program at the School?

☐ Yes☒ No☒ No☐ Yes

Describe the assessment and provision of services for students with learning or physical needs at the School:

[Click here to enter text.](#)

☐ No☐ Yes☒ N/A

Is there evidence in the School's Special Education policy that the School provides services for students with disabilities/ diverse abilities in Categories K, P, Q and R (for whom funding is automatically included in operational grant).

☐ Yes☐ No☒ N/A☐ No☐ Yes☒ N/A

Has the School reported these categories (K, P, Q, R) on its 1701 report?

☐ Yes☐ No☒ N/A☐ No☐ Yes☒ N/A

If the School receives supplementary Special Education funding, does the School maintain a separate Special Education budget? (*Schools should have the last two years of this budget available during inspections.*)

☐ Yes☐ No☒ N/A☐ No☐ Yes☒ N/A

Only applicable if the School offers the B.C. Graduation Program. If not, proceed to Section 2.07d:

Do IEPs for Grade 10-12 students with identified needs show evidence of transition planning?

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

## 2.07d: English Language Learners

Describe support offered to ELL learners at the school (including instruments, resources and procedures used to assess language learning levels, student placement and supports).

We do not have ELL learners. We use the Duolingo test to ensure that all accepted applicants have a sufficient proficiency in English to function normally in our program.

☐ Yes☐ No☒ N/A**For Ministry Use Only**

**Section 2.07a-2.07d: The School meets requirements.**

☒ Yes☐ No**Comments:**

[Click here to enter text.](#)

2.08 Program Review – For Schools Adding Grades Only

If School is not adding grades, proceed to Section 2.09



Do available curricular documents for the new grade(s) meet Ministry requirements?

☐ Yes☐ No☐ Yes☐ No☐ N/A

**\* Ensure Appendix C has been completed for the new grades for Program Review**

### For Ministry Use Only

**Section 2.08: Added Grades have been approved.**

☐ Yes☐ No

OR

☒ The school is not adding new grades.

### Comments:

[Click here to enter text.](#)

## 2.09 Summer School Course Offerings

If School does not offer Summer School, proceed to Section 2.10

If the School offers Summer School Courses, does the program meet curricular and time allotment requirements as outlined in the Educational Standards Order?

☐ Yes☐ No☐ Yes☐ No☐ N/A

### For Ministry Use Only

**Sections 2.09: The School meets requirements.**

☐ Yes☐ No☒ N/A

### Comments:

[Click here to enter text.](#)

## 2.10 Instructional Time Requirements

*"For the purposes of this section, "hours of instruction" means in respect of an independent school, an hour in which students of the independent school are in attendance and under supervision for the purpose of receiving instruction in an educational program, including work study and work experience programs, examinations or other learning activities provided by the authority, but does not include recesses, lunch periods and other scheduled breaks between classes; "school day" means a day scheduled as a day on which instruction is to be provided in an independent school." (Educational Standards Order Section 3.1)*

Have the School's instructional hours changed since most recent inspection?

☒ Yes☐ No

**September to June\***

**Hours**

**Number of Days in  
Session**

**Expected Hours Per  
Year**

**Ministry  
Verification**

a) Full day Kindergarten

850 hours

0

0

☐ Yes

☐ No

b) Half day Kindergarten

450 hours

0

0

☐ Yes

☐ No

c) Grades 1-12

850 hours

191

860

☒ Yes

☐ No





\* Typically, summer school programming should not be included in these calculations. However, if a school starts its school year in a month other than September/offers year-round schooling, instructional days and hours may include some hours during the summer and should be calculated accordingly.

### For Ministry Use Only

**Section 2.10: The School meets the required days/hours of instruction.**

☒ Yes ☐ No

### Comments:

[Click here to enter text.](#)

## 2.11 Professional Development

### Ministry Verification

Number of professional development days per year **Not specified**

☐ Yes ☐ No

**Describe any planned Pro-D days in the following topic areas;**

**Note; some common sample Pro-D topics are listed below – please add any other topics your school might consider for Pro-D and leave blank if sample listed topic is not addressed:**

Related to **Curricular Implementation/Assessment**

[Click here to enter text.](#)

Related to **Operational Procedures/School Policies (Review/Development)**

[Click here to enter text.](#)

Related to **Teacher Growth and Development**

[Click here to enter text.](#)

Related to **Mental Health**

[Click here to enter text.](#)

Related to **Indigenous worldview, culture, languages and/or knowledges**

[Click here to enter text.](#)

Related to **Anti-Racism**

[Click here to enter text.](#)

**Other Pro-D topics?**

[Click here to enter text.](#)

### For Ministry Use Only

**Section 2.11: The School is offering relevant Professional Development opportunities.**

☐ Yes ☐ No

### Comments:



The School does not have a schedule for Professional Development as it has a small teaching staff and their students are on-site 24/7. Teachers attend seminars when interested/able and the purchase of Pro-D material is supported by the School. The Leadership will often attend sessions and then communicate their learning to teachers.

## 2.12 Curriculum: Primary Program (K-3)

Does the School offer a Primary Program?

If not, proceed to Section 2.13

☐ Yes ☒ No

Are Curricular Competencies and Content reflected in all curricular planning instruments/documentation?

☐ Yes ☐ No ☐ Yes ☐ No

Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Primary Program and do year-end student progress reports include evidence of student self-assessment in relation to the Core Competencies?

☐ Yes ☐ No ☐ Yes ☐ No

Describe how student self-assessment of Core Competencies is incorporated into progress reporting.

[Click here to enter text.](#)

☐ Yes ☐ No

**For Non-First Nations Independent Schools**, in addition to including the First Peoples Principles of Learning across the curriculum, does the School include First Peoples' cultures, languages, worldviews and/or knowledges within the Primary curriculum?

☐ Yes ☐ No ☐ Yes ☐ No

Describe the delivery of Career Education and ADST within the Primary Program at the School.

[Click here to enter text.](#)

☐ Yes ☐ No

How is the School providing meaningful information on the child's achievement and performance in relation to age/grade expectations and curricular competencies? Describe the School's Student Progress reporting frequency and format in the Primary Program.

[Click here to enter text.](#)

☐ Yes ☐ No

\* Unless adding a new grade in the Primary Program, schools undergoing a MONITORING INSPECTION are not required to complete Appendix C – Primary Program.

### For Ministry Use Only

**Section 2.12 + Appendix C (Primary): The School's Primary Program (K-3) overall documentation, planning and classroom practice provides evidence that the Ministry's K-3 curriculum is being delivered according to the Educational Standards Order and Ministerial requirements.**

☐ Yes ☐ No

### Comments – including Appendix C (Primary):

The School does not have a Primary Program.



## 2.13 Curriculum: Intermediate Program (Grades 4-9)

Does the School offer an Intermediate Program?

If not, proceed to Section 2.14

☐ Yes ☒ No

Are Curricular Competencies and Content reflected in all curricular planning instruments/documentation?

☐ Yes ☐ No☐ Yes ☐ No

Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Intermediate Program?

☐ Yes ☐ No☐ Yes ☐ No

Describe how student self-assessment of Core Competencies is incorporated into progress reporting.

*Click here to enter text.*☐ Yes ☐ No**For Non-First Nations Independent Schools**, in addition to including the First Peoples Principles of Learning across the curriculum, does the School include First Peoples' cultures, languages, worldviews and/or knowledges within the Intermediate curriculum?☐ Yes ☐ No☐ Yes ☐ No

Describe the delivery of Career Education and list ADST modules within the Intermediate Program at the School.

*Click here to enter text.*☐ Yes ☐ No

How is the School providing meaningful information on the child's achievement and performance in relation to age/grade expectations and curricular competencies? Describe the School's Student Progress reporting frequency and format in the Intermediate Program (Grades 4-9).

*Click here to enter text.*☐ Yes ☐ No**\*Unless adding a new grade in the Intermediate Program, schools undergoing MONITORING INSPECTIONS are not required to complete Appendix C.****For Ministry Use Only****Section 2.13 + Appendix C (4-5, 6-7, 8-9): The School's Intermediate Program (4-9) overall documentation, planning and classroom practice provides evidence that the Ministry's 4-9 curriculum is being delivered according to the [Educational Standards Order](#) and Ministerial requirements.**☐ Yes ☐ No**Comments - including Appendix C (4-5, 6-7, 8-9):**

The School does not have an Intermediate Program.

## 2.14 Curriculum: Graduation Program (Grades 10-12)



Does the School offer the B.C. Graduation Program?

Complete Appropriate Sections of Appendix C: Educational Programs for 10, 11, and 12.

**(If the School does not offer the Grad Program, skip Sections 2.14 and 2.15)**

☒ Yes ☐ No

Are Curricular Competencies and Content reflected in all curricular planning instruments/documentation?

☒ Yes ☐ No ☐ Yes ☐ No

Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Graduation Program?

☒ Yes ☐ No ☒ Yes ☐ No

Describe how student self-assessment of Core Competencies is integrated into reporting and into the Capstone Project.

The Capstone Project is partially a culmination of the student's growth (so far) in the Core Competencies. Students select their Capstone Project with reference to their growth in various Core Competencies and then report on that growth as part of their Capstone Presentation.

☐ Yes ☐ No

**For Non-First Nations Independent Schools**, in addition to including the First Peoples Principles of Learning across the curriculum, does the School include First Peoples' cultures, languages, worldviews and/or knowledges within the Graduation Program?

☐ Yes ☒ No ☐ Yes ☐ No

*Click here to enter text.*

How is the School providing meaningful information on the child's achievement and performance in relation to age/grade expectations in relation to curricular competencies? Describe the School's Student Progress reporting frequency and format in the Graduation Program.

Quarterly report cards (MyEdBC) are sent to students and parents. Direct teacher communication with parents throughout the year as needed for any concerns.

☐ Yes ☐ No

**\* Unless adding a new grade in the Graduation Program, schools undergoing a MONITORING INSPECTION are not required to complete Appendix C – Graduation Program.**



## 2.15 Graduation Program – Board/Authority Authorized (BAA) Courses

All Grade 10-12 BAA Courses require that the BAA COURSE FORM is prepared for review by the School Principal (Part A), approved by the School Authority (Part B) and signed off by inspection team (Part C).

The Inspector will approve **any new** BAA Courses during the visit, providing all paperwork is in place. School and Board Authority signatures must be in place and planning documents should be available for review at the time of inspection.

- BAA Course Requirements and Framework

Board/Authority Authorized courses - Province of British Columbia ([gov.bc.ca](http://gov.bc.ca))

- BAA Course Forms (Signatures)

[https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa\\_form.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf)

On the chart below, please prepare a list of ALL Grade 10-12 Board/Authority Authorized Courses that are being offered this year at the School. Include the Ministry course code assigned to each, and the authority approval dates.

Note: Add more rows to the table by clicking the “+” button (which appears on the far right when you click on last row of the cells below).

Course Title	Ministry Code	Authority Approval Date
Bible 10 - Love, Live and Give Jesus	YPHR 0A	2019-08-15
Adventist Eschatology 11	YPHR 1A	2019-08-15
Defending Your Faith 12	YPHR 2A	2019-08-15
Marriage and Family 12	YPHR 2B	2019-08-15
Health Evangelism 12	YHRA 2A	2019-08-15
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click or tap to enter a date.</i>
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click or tap to enter a date.</i>

The School's BAA courses comply with Ministry requirements (see Inspection Template Guide) and meet the [Board/Authority Authorized Courses: Requirements and Procedures \(2019\) \(PDF\)](#) for independent schools.

All BAA Course Forms have been signed by all three parties and forwarded to the Ministry ([student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca)).

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### For Ministry Use Only

Section 2.14, 2.15 + 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 Graduation Program is being delivered according to the Educational Standards Order and Ministerial requirements.

☐ Yes ☐ No

### Comments - including Appendix C (10,11,12):

Recommendation – Since the last inspection, Core Competencies have been incorporated into student conceptualization of their Capstone projects. The School is encouraged to continue exploring how student self-reflection/assessment in relation to Core Competencies can form part of the Capstone Project.

## Part III: Continuous Improvement Priorities



The Ministry is interested in engaging schools in the process of evidenced-based Strategic Planning to enhance student learning. The types of questions the Ministry wishes schools to address in their planning center on:

- *How does the School know students are learning?*
- *Where is the School along the continuum of gathering and analyzing student performance data?*
- *To what extent does the School incorporate evidenced-based analysis of student performance data into its Continuous School Improvement Planning?*

### 3.01 Collection and Use of Provincial Data

	<b>School participates and tracks student performance/rates</b>	<b>Administrative Team reviews/analyzes results</b>	<b>School Team (including Teachers) reviews/analyzes student performance results</b>	<b>Describe how student performance data is currently used to improve student learning through informing goal-setting, intervention, etc.</b>	<b>Does the School do additional follow-up or reassessment to measure student improvement/learning?</b>
<b>FSA</b> <input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet
<b>Numeracy</b> <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not yet
<b>Literacy</b> <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not yet
<b>Grad Rates</b> <input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	
<b>Post-Secondary Transition Rates</b> <input type="checkbox"/> N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Not yet	<i>Click here to enter text.</i>	

### 3.02 Collection and Use of School Data (if applicable)

Standardized Assessments (such as ACADIENCE, CAT4 or others); Attendance Data; Performance Data

<b>Name of Assessments or Data Source currently in use at the School</b>	<b>Teachers administer and review data</b>	<b>Data is shared with other teachers</b>	<b>Administration participates in data analysis</b>	<b>Describe how data is currently used to improve student learning - through informing goal-setting/intervention etc.</b>	<b>Does the School do additional follow-up or reassessment to measure student improvement/learning?</b>
<i>Click here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet
<i>Click here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet
<i>Click here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet
<i>Click here to enter text.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<i>Click here to enter text.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet



<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes <input type="checkbox"/> Not yet
---	------------------------------	---	---	---	---

### 3.03 Sources of Possible Community Input

	YES	NO	Describe how data is currently used
Parent Surveys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<a href="#">Click here to enter text.</a>
Student Surveys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<a href="#">Click here to enter text.</a>
Alumni Surveys	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<a href="#">Click here to enter text.</a>
Other? <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
Other? <a href="#">Click here to enter text.</a> <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>

### 3.04 Strategic Planning

Has the School developed a multi-year strategic plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have the above data sources informed the School's Strategic Planning?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Describe the School's process and cycle for Strategic Planning:		
There is no formal process.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

#### For Ministry Use Only

**Sections 3:01-3:04: Based on discussions, describe how the School is taking meaningful steps toward Strategic School Improvement Planning:**

☐ Yes ☒ No

To date, the School has not formalized a Strategic Planning process that incorporates the use of Student Performance data. The School is encouraged to look at documentation around the Framework for Enhancing Student Learning and to consider possible sources of data input in relation to student performance and well-being.

### 3.05 Reconciliation and Declaration on the Rights of Indigenous Peoples Act

#### For Your Information:

Once the Ministry has completed engagement with rightsholders, the Ministry intends to codevelop this Section 3.05 to gather information on the progress Independent Schools are making in promoting reconciliation with Indigenous Peoples.

## School Declarations

### Declaration 1

**The School Principal / Head of School (on behalf of Authority) affirms that the School's program is in full compliance with Section 1 of the Schedule of the Independent School Act, which requires that:**



*No program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of:*

- a) Racial or ethnic superiority or persecution
- b) Religious intolerance or persecution
- c) Social change through violent action, or,
- d) Sedition.

The Independent School facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located.

☒ Affirmed☒ Yes☐ No☒ Affirmed☒ Yes☐ No

## Declaration 2

I, the Principal/Head of School, as representative of the School's Authority, acknowledge that by checking the box, I certify that *all* information provided in this Monitoring Inspection Report is complete and correct. The answers provided throughout the Monitoring Inspection Report reflect the status of the programs, operations, administration and staffing at the school.

***The Ministry emphasizes to School Authorities that false or inaccurate declarations may have consequences for the school's certification or the professional standing of the Principal /Head of School.***

☒ Affirmed☒ Yes☐ No

## Declaration 3

I confirm the 4-5 additional documents listed below are included electronically as attachments with the submission of this report to the Ministry.

☒ Confirmed





1. ☒ Proof of having submitted copy of the Annual Report to the [BC Corporate Registry](#)
2. ☒ Evidence of Municipal Compliance Letter (dated more recently than January 1, 2017) from the local government/regional district.

**OR**

Copy of the latest ACRS report (First Nations Schools) confirming there are no compliance-related concerns regarding the school facility and property.

*Note: In the event the school facilities have undergone construction or have been relocated since the last issued Letter of Municipal Compliance, the School is required to have their municipality issue an updated Letter of Compliance prior to the inspection.*

3. ☒ A copy of the most recent inspection's Ministry cover letter (which lists the required follow-up items from that previous inspection).
4. ☒ A copy of the School's official response listing its remediation of the previous inspection's follow-up requirements. (See also Section 1.06 of this report.)
5. ☐ GROUPS 1 and 2 ONLY: A copy of an applicable financial document establishing charitable or not-for-profit status of Group 1 or 2 schools. (See Section 1.03 of this report)
6. Please remember **The School will be required to have on hand a valid "TRB Certificate Verification Response File" generated from the Employers area of the Teacher Regulation Branch (TRB) website dated two weeks prior to the Inspection. (This will need to be shared with your inspector/chair prior to your inspection.)**

<b>Name</b>	Baird Corrigan
<b>Position</b>	Principal.
<b>Date of Complete Submission to Ministry</b>	2022-10-05

## Monitoring Inspection (2022-23) Report Summary

### For Ministry Use Only

#### Recommendations:

1. The School is encouraged to continue exploring how student self-reflection/assessment in relation to Core Competencies can form part of the Capstone Project.
2. The School is encouraged to look at documentation around the Framework for Enhancing Student Learning and to consider possible sources of data input in relation to student performance and well-being.

**Had any items currently identified for follow-up in this inspection already been identified in the previous inspections? (see Section 2.01)**

☒ Yes ☐ No

**Statutory Follow-Up Requirements**☒ Yes ☐ No

1. The School is required to confirm certification for one teacher. (Section 1.08a and Appendix A)
2. The School is required to confirm clearance of one Criminal Record Check for one non-teaching staff member. (Section 1.08b and Appendix B)
3. The school's administration needs to review the music instruction situation. If the courses are offered for credit, the individuals teaching (planning, delivering, assessing, reporting) need to be BC certified teachers. The administration is required to contact the inspector to resolve the matter immediately since the current arrangements do not meet Ministry requirements.

The School Authority is required to review the Statutory issues listed above and confirm in writing to the Independent Schools Branch its compliance by:

*November 25, 2022*

**Policy Issues Follow-Up Requirements:**☐ Yes ☐ No

1. The School is required to revise its Tuition and Fees Policy to fully incorporate the required elements identified in the Independent School Fee Refund guidelines [school-fee-refund-guidelines.pdf \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/independent-schools/fees-refund-guidelines.pdf). (Section 1.04)
2. The School is required to confirm on/around **March 30<sup>th</sup>** that they have operationalized the proposed Emergency Drill Schedule. (Section 2.06b)

Unless otherwise indicated above, the School Authority is required to review the Policy issues listed above and confirm in writing to the Independent Schools Branch its compliance by

*December 2, 2022*



## Monitoring Inspection (2022-23) Summative Recommendation

***For Ministry Use Only******Recommend Group classification Number:***

☐ Group 1    ☐ Group 2    ☐ Group 3    ☒ Group 4

***Approved Grade Range:***

Grades 10-12

***Comments:***

*Click here to enter text.*



# External Evaluation Report (2021-22)

## Standard Independent Schools (Groups 1, 2, and 4)

---

### Inspection Purpose:

- **External Evaluation by Committee (EEC):** A comprehensive review of compliance with legislative and other regulatory requirements which may include, but not limited to, student safety, school and student outcomes, policy, and educational program leading to initial or renewed certification pending a successful inspection.

### For Schools:

- The independent school **must pre-populate** this External Evaluation Report prior to an External Evaluation Committee (EEC) visit.
- **Do NOT upload this document to Google Drive or other file-sharing applications.** This often leads to file corruption and removes the ability for boxes to be check marked and/or inspector comments to be inserted. If the Ministry of Education receives such a document, **you will be required to re-submit at our request using the template as directed.**
- Do not fill in any information in the **orange boxes**; this space is for Ministry of Education use only.

### REQUIRED SUBMISSIONS:

- You are required to attach the following 4 or 5 documents to this External Evaluation Report submission:
  1. Proof of having submitted copy of the Annual Report to the [BC Corporate Registry](#).
  2. A copy of a letter (dated more recently than January 1, 2016) from the local government/regional district and/or a copy of the latest ACRS report (First Nations Schools) confirming there are no compliance-related concerns regarding the school facility and property.
    - a. Letters predating January 1, 2016 need to be updated for this round of inspections
    - b. Note: In the event the school facilities have undergone construction or have been relocated since the last issued Letter of Municipal Compliance, the School is required to have their municipality issue an updated Letter of Compliance prior to the inspection.
  3. A copy of the most recent inspection's Ministry cover letter (which lists the required follow-up items from that previous inspection).
  4. A copy of the School's official response listing its remediation of the previous inspection's follow-up requirements. (See also Section 1.06 of this report.)
  5. (For Groups 1 and 2 only) A copy of an applicable financial document establishing charitable or not-for-profit status of Group 1 or 2 schools. (See Section 1.03 of this report)

### REQUIRED PREPARATIONS:

- Two (2) weeks before the actual inspection takes place, you are required to obtain a copy of the school's Teacher Certification Branch Certificate Verification Response File listing the school's teachers with their current certification. Please make sure you have this available at time of inspection.



## Submitting this Report Template:

- **PLEASE NOTE:** Be aware that all records submitted to the Ministry of Education are subject to requests for access under the Freedom of Information and Protection of Privacy Act (FOIPPA).
- **DO NOT** submit:
  - Personal information (i.e., records that may identify individual students or staff other than what is specifically required)
  - Any additional information than is being requested via the inspection template
- Upon completion of this External Evaluation 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:

**Report:** "<School Code (8 digits)> EEC Report for <School Name>"

(e.g.: 03996000 - EEC Report for Happy School)

**Attachments:** "<School Code> Attachment <#>"

- Email the completed document to the Independent Schools Branch at:

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

\*DEADLINE for Template SUBMISSION:

External Evaluation: October 30, 2021

Version: 2021.1.1



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

## Principal/Head of School Contact Information

a) Principal's (Head of School's) Name:

Baird Corrigan

b) Phone Number (and extension)

(250) 256-5404

c) B.C. Teacher Certification Number

s.22

## Principal/Head of School Declaration

I, the Principal/Head of School, as representative of the School's Authority, acknowledge that by checking the box, I certify that *all* information provided in this External Evaluation Report is complete and correct. The answers provided throughout the External Evaluation Report reflect the status of the programs, operations, administration and staffing at the school.

**The Ministry emphasizes to school authorities that false or inaccurate declarations may have consequences for the school's certification or the professional standing of the Principal /Head of School.**

☒ I agree
 ☐ I disagree

Name:

Baird Corrigan

Position:

Principal

## Inspection Information

Date of most recent inspection (MI or EEC):

October 13, 2020

Certificate Expiry Date:

June 30, 2022

Is the school adding any grades to its educational program that have not been previously reviewed or are not reflected on the School's certification?

☐ Yes☒ No

If Yes, indicate which grade(s) below have been added and require review. Added Grades (See Section 1.08 of this report)

[Click here to enter text.](#)
**Ministry Use Only**☒ Virtual☐ In-Person

Date(s) of Inspection:

October 27, 2021

Ministry Chair):

Dave Beeke

Date(s) of Previous Inspection:

October 13, 2020

Certificate Expiry Date:

June 30, 2022



List of School Representative(s)  
participating in this inspection:

Baird Corrigan - Principal



## Section 01: School Information

## 1.01 Standard information

a) School Name:	Fountainview Academy		
b) Ministry School Code (8-digits):	07496333		
c) School Address:	7615 Lytton-Lillooet Hwy		
d) City/Town:	Lillooet		
e) Postal Code:	V0K1V0		
f) School Mailing Address (if different):	<a href="#">Click here to enter text.</a>		
g) School Website Address (if applicable):	fountainviewacademy.ca		
h) School Contact E-mail:	bcorrigan@fountainviewacademy.ca		
i) School Phone Number:	(250) 256-5400		
j) 24-Hour Emergency Contact Name:	Michael Dunbar		
k) 24-Hour Emergency Contact Cell Number:	s.22		
l) Principal/Head of School: (Individual identified as the "principal" on the <a href="#">Ministry School Contact List</a> )	Baird Corrigan		
m) <a href="#">The School Contact List</a> is up to date:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
n) Principal/Head of School's E-mail (if different from School Contact E-mail):	<a href="#">Click here to enter text.</a>		
o) Current Group Classification:	<input type="checkbox"/> Group 1 <input type="checkbox"/> Group 2	<input type="checkbox"/> Group 3 <input checked="" type="checkbox"/> Group 4	
p) Does School intend to change its Group classification following this inspection?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<a href="#">Click here to enter text.</a>	
q) School in Continuous Operation Since:	September 1, 1977		
r) School Calendar indicator (check all that apply):	<input checked="" type="checkbox"/> Linear (Sept-Jun) <input type="checkbox"/> Semesters <input type="checkbox"/> Trimesters <input type="checkbox"/> Quadesters <input type="checkbox"/> Summer Programs		
s) School Affiliation/Association:	<input type="checkbox"/> ISABC <input type="checkbox"/> CIS <input type="checkbox"/> ACSI <input type="checkbox"/> SCSBC <input checked="" type="checkbox"/> AMS <input type="checkbox"/> FNSA <input type="checkbox"/> None		
t) The School uses MyEdBC as Student Information System (SIS)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
If using different SIS, provide name:	<a href="#">Click here to enter text.</a>		





The School Principal / Head of School (on behalf of Authority) affirms that the School's program is in full compliance with Section 1 of the Schedule of the Independent School Act, which requires that:

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:

- a) Racial or ethnic superiority or persecution
- b) Religious intolerance or persecution
- c) Social change through violent action, or,
- d) Sedition.

☒ Affirmed☒ Yes☐ No

2. The independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located.

☒ Affirmed☒ Yes☐ No

## 1.02: School Authority Information

a) School Authority Name of Record:

☒ Yes☐ No

Fountainview Academy Association

b) School Authority Chair/Head:

☒ Yes☐ No

Dallas Mowat

c) School Authority Contact Information with Ministry (see School Contact List) is up to date. If not, please request Authority contact info update by emailing [educ.independentschoolsoffice@gov.bc.ca](mailto:educ.independentschoolsoffice@gov.bc.ca)

☒ Yes☐ No

Yes

d) Official Registration Number (as issued by Corporate Registry):

☒ Yes☐ No

S-0015575

e) Indicate under which your School Authority is incorporated:

☒ Yes☐ No

☒ Societies Act

Date and proof of last Annual Report submission:

November 20, 2020

☐ Business Corporation Act

Date and proof of last Annual Report submission:

Click or tap to enter a date.

☐ Order in Council (Authority Designation) or Private Act

Name of Act (if applicable):

Click here to enter text.

### For Ministry Use Only

Section 1.01 – 1.02: The School meets requirements.

☒ Yes☐ No

Comments:

Click here to enter text.



## 1.03 School Authority Financial Information

### a) 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 by filing with Canada Revenue Agency within six months of the most recent fiscal year-end in one of the following ways. A copy of official filing to be available during inspection.

☐ Yes ☐ No

Evidence of filing:

☐ Yes ☐ No

- ☐ annual information return (Form T3010) or
- ☐ Not-for-Profit tax return (Form T1044) or Form T2 (*if incorporated*), or
- ☐ Not applicable if not society operated (such as instituted under an Order in Council or Private Act)

### b) Group 4 schools only:

1. Is this the School's first year of operation?

☐ Yes ☒ No ☐ Yes ☒ No

2. A declaration of the School's bonding is included in the school's promotional materials and provides information about its purpose, timelines and Independent School Fee Refund guidelines.

☒ Yes ☐ No ☒ Yes ☐ No

3. The School's Fee and Refund policy is consistent with any promotional or other informational material published or supplied by the authority.

☒ Yes ☐ No ☒ Yes ☐ No

4. The school's Fee and Refund policy (for first year of operation) includes the required wording as described in the Independent School Fee Refund Guideline.

☒ Yes ☐ No ☒ Yes ☐ No

## 1.04: Student Enrolment

Please list the total number of currently registered students by grade level

### a) Lower Grades

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (A)	<input type="checkbox"/> Yes <input type="checkbox"/> No
<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	<a href="#">Click Here.</a>	0	

### b) Higher Grades

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
0	0	20	21	19	60	

### c) Whole School

Student count (A+B) 60

☒ Yes ☐ No

Please list the total number, if any, of the following students:



d) English Language Learners

☐ Yes ☒ NoTotal  
Enrolled:[Click  
Here.](#)☐ Yes ☒ No

e) International Students

☒ Yes ☐ NoTotal  
Enrolled:

32

☒ Yes ☐ Nof) Students with Diverse Abilities/Disabilities  
(Special Education – All Categories)☐ Yes ☒ NoTotal  
Enrolled:[Click  
Here.](#)☐ Yes ☒ Nog) Students in Adult Graduation program  
(see Section 1.09)☐ Yes ☒ NoTotal  
Enrolled:[Click  
Here.](#)☐ Yes ☒ No**For Ministry Use Only**

Section 1.03 – 1.04: The School meets requirements.

☒ Yes ☐ No**Comments:**[Click here to enter text.](#)**1.05: Reconciliation and Declaration on the Rights of Indigenous Peoples Act**

For Your Information:

Once the Ministry has completed engagement with rightsholders, the Ministry intends to codevelop this Section 1.05 to gather information on the progress independent schools are making in promoting reconciliation with Indigenous Peoples. The Ministry will inform schools once this section is completed and schools will be provided a separate appendix to complete later this school year.

**1.06: Recent Changes**

If recent changes to facilities or school leadership or school Authority, please respond accordingly.

a) School Leadership (Principal/Head of School) changes:

☐ Yes ☒ No ☐ Yes ☒ No

b) Facility changes: (did changes require building inspection?)

Note: Do NOT attach school building/facility's floor plan

☐ Yes ☒ No ☐ Yes ☒ No

c) School Authority (is the entity on record with the Ministry which is still operating the school currently?)

☐ Yes ☒ No ☐ Yes ☒ No**1.07 Compliance/Follow-up on most Recent Ministry Inspection**

Ensure all documentation supporting your work on completing all follow-up items and any policies that needed to be updated are available for review by the inspection team.

Number of statutory and policy items that required follow-up from the most recent inspection:

Number of Statutory  
items:

1

Number of Policy  
items:

2

**For Ministry Use Only****Section 1.07: The School meets requirements.**☒ Yes ☐ No**Comments: (if 'No,' list any items that remain unsatisfactorily resolved and require further attention.)***Click here to enter text.***1.08: Added Grades – Program Evaluation****Has the school added new grades to its program since the last inspection?  
(if No, go to next section of the report)**☐ Yes ☒ No**Do available curricular documents for the new grade(s) meet Ministry  
requirements?**☐ Yes ☐ No ☐ Yes ☐ No**For Ministry Use Only****Section 1.08: Added Grades have been approved**☐ Yes ☐ No**Comments:***Click here to enter text.***1.09: School wishing to add Adult Graduation Program****a) Is the School intending to add Adult Graduation to its existing  
Graduation Program (grades 10-12)? If No, go to next section of the  
report)**☐ Yes ☒ No ☐ Yes ☒ No**b) Does the school already offer an adult graduation program approved  
by the Inspector of Independent Schools? If No, continue to the next  
question.**☐ Yes ☐ No ☐ Yes ☐ No**c) Has the School offered a full Graduation Program (grades 10-12)  
leading to the regular Dogwood Diploma for a minimum of 1 successful  
year? If Yes, ensure all relevant curricular compliance instruments for  
the added grades are available for review during this inspection.**☐ Yes ☐ No ☐ Yes ☐ No**For Ministry Use Only****Section 1.09: Upon review of School's proposed Adult Graduation Program, the EEC  
recommends the School to make application directly to the Inspector of Independent  
Schools requesting permission to start offering an adult education program**☐ Yes ☐ No**(Note, permission to offer the Adult Graduation Program is issued by the Ministry of Education and schools  
will have to apply to the Inspector of Independent Schools to receive this permission BEFORE offering this  
program.)****Comments:***Click here to enter text.*



## 1.10: Summer School Course Offerings

If the school offers B.C. curriculum courses for credit during the summer, do these courses meet curricular and time allotment requirements?

☐ Yes☐ No☐ Yes☐ No

### *For Ministry Use Only*

Section 1.10: The School meets requirements.

☐ Yes☐ No

### **Comments:**

*Click here to enter text.*





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

### 2.01: School Facilities

- a) Name of local government, First Nation government, or regional district:

Thompson-Nicola Regional District

#### Ministry Verification

☒ Yes ☐ No

- b) The School meets all current local government/First Nation government/regional district codes, regarding zoning, building, fire prevention, and health.

☒ Yes ☐ No

☒ Yes ☐ No

- c) An updated copy of the local government/municipality compliance (comfort) letter (dated more recently than January 1, 2016) is attached to this submission electronically.

☒ Yes ☐ No

☒ Yes ☐ No

### 2.02: Maintenance and Safety

- a) Maintenance and safety procedures are in place for buildings, school grounds, playgrounds, and perimeter grounds.

☒ Yes ☐ No

☒ Yes ☐ No

- b) The School routinely logs drills and safety checks/external safety inspections or reviews.

☒ Yes ☐ No

☒ Yes ☐ No

- c) Facilities receive regular inspections by local officials (Fire Department, etc.).

☒ Yes ☐ No

☒ Yes ☐ No

Date of most recent inspection service:

August 13, 2021

- d) Are there any follow-up requirements by local officials (Fire Department, etc.) from their most recent inspection still to be completed? If Yes, describe below.

☐ Yes ☒ No

☐ Yes ☒ No

[Click here to enter text.](#)

- e) Alarms, fire extinguishers and safety equipment:

Date of most recent inspection service:

August 13, 2021

☒ Yes ☐ No

☒ Yes ☐ No

- f) Lead content in School's water has been tested and, if required, necessary mitigations have been made and Health Authorities and Ministry have been notified:

☒ Yes ☐ No

☒ Yes ☐ No

Date of most recent inspection service:

April 18, 2017

#### For Ministry Use Only

Section 2.01-2.02: The School meets requirements.

☒ Yes ☐ No

Comments:



The School is advised to maintain a safety check logging system to track maintenance.

## 2.03: Boarding School Programs

- a) Does the School have a boarding program and facility? If 'Yes,' complete this section. If 'No,' proceed to Section 3.01

☒ Yes ☐ No

- b) Number of boarding students. Complete the table below.

Grade	B.C. Resident Student Count	International Student Count	Total Boarding Student Count
Kindergarten	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 01	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 02	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 03	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 04	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 05	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 06	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 07	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 08	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 09	<a href="#">Click Here</a>	<a href="#">Click Here</a>	<a href="#">Click Here</a>
Grade 10			20
Grade 11			21
Grade 12			16
Total		35	57

s.22

- c) How many house parents/adult supervisors are employed in the boarding program

10

☒ Yes ☐ No

- d) Does School have on file cleared Criminal Record Checks (through Ministry of Public Safety and Solicitor General) for all employees who are in contact with students at the boarding facilities?

☒ Yes ☐ No

☒ Yes ☐ No

### For Ministry Use Only

Section 2.03: The School meets requirements.

☒ Yes ☐ No

#### Comments:

[Click here to enter text.](#)



## Section 03: School Improvement Planning

### 3.01 Strategic Planning for Continuous School Improvement

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

Note: Currently, the Ministry is gathering information on school's readiness for working with qualitative evidence analysis and moving toward a formal school improvement planning process.

**Ministry  
Verification**

- a) Indicate current level of use of following sources of student performance data to inform planning for continuous school and student outcome improvements:

☒ Yes ☐ No

Check all which apply and indicate level of use, list any others and describe.

Data set	Review	Identify Emerging Program Improvement Needs	Incorporated in Continuous School Improvement Planning
<b>Provincial Data Sets</b>			
FSA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grad Rates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post-Secondary Transition Rates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>School Based Data Sets</b>			
Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher/Principal Performance Reviews	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAT4 <input checked="" type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIBELS (ACADIENCE) <input checked="" type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Surveys</b>			
Provincial Student Learning Survey <input checked="" type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni surveys <input checked="" type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- b) The School participates in other forms of strategic planning (i.e., FNESC, CARF, etc.)  
List:

☐ Yes ☒ No



[Click here to enter text.](#)**For Ministry Use Only****Section 3.01: Based on discussions, the School is taking meaningful steps toward strategic school improvement planning.**☒ Yes☐ No**Comments:**

The School is encouraged to move towards incorporating student performance data analysis in its strategic planning process.

## Section 04: School Administration

### 4.01: Principal/Head of School

**Ministry  
Verification****a)** Is the Principal/Head of School present at the School on a daily basis?

Yes

☐ No

Yes

☐ Yes**b)** In the absence of Principal/Head of School, is there a staff member (teacher certified – TCB) clearly identified as having full responsibility for the School?

Yes

☐ No

Yes

☐ Yes**For Ministry Use Only****Section 4.01: The School meets requirements.**☒ Yes☐ No**Comments:**[Click here to enter text.](#)



## Section 05: Policies/Procedures

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

Items in RED are rooted in legislation and will be listed as Statutory items if follow-up is required.

Items in BLUE are school policy matters and will be listed as Policy items if follow-up is required.

Items in GREEN are new items in 2021/22 school year (these new requirements to be completed in January or March 2022).

#### Administrative Requirements

#### School Declaration

#### Ministry Verification

##### Child Abuse Reporting Protocols (required under *Child, Family and Community Service Act*)

➤ Child Abuse Reporting Policy (duty to report covering all areas of school operations)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Appointed School Official (ASO)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Alternate Appointed School Official (AASO)

☒ Yes

☐ No

☒ Yes

☐ No

##### Student Records Protocols (required under the *Student Records Order* and *section 9 of the Independent School Regulation*)

Student Records: Best Practices Guidelines for Independent Schools (updated 2021 version will be posted in July 2021)

➤ Contents (PSR and Inclusions – legal/medical alerts) are securely stored (digital or paper-based)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Legal Alert (court orders, name change, etc.) or Medical Alert (epilepsy, anaphylaxis, etc.) boxes are checked off and related inclusions referenced in the inclusion section are included in the Permanent Student Record

☒ Yes

☐ No

☒ Yes

☐ No

➤ Student Legal Name proof (copy of birth certificate, passport, First Nation Status Card, etc.)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Homeschooled children have PEN, PSR, and inclusions identifies as such

☐ Yes

☐ No

☒ N/A

☐ Yes

☐ No

☒ N/A

➤ Verification parent/guardian is

(a) legally in Canada and

(b) ordinarily resident in B.C.

(not applicable to Group 4 schools)

☐ Yes

☐ No

☐ Yes

☐ No

➤ Copies of minimum two most recent years of student progress reports

☒ Yes

☐ No

☒ Yes

☐ No

➤ Disclosure for delivery of health services, social services, or other support services (does not require prior parental consent; see *Student Records Order* – Section 6(1)).

☒ Yes

☐ No

☒ Yes

☐ No

➤ Retention (PSR – minimum 55 Years)

☒ Yes

☐ No

☒ Yes

☐ No

➤ School based Retention Policy for additional records outside of PSR (see PIPA – which mandates retention of personal records for at least 1 year)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Student Family/Guardian emergency contact info

☒ Yes

☐ No

☒ Yes

☐ No

##### Protection of Privacy (required under *The Personal Information Protection Act, S.B.C. 2003, c. 63*)

➤ PIPA Policy in place

☒ Yes

☐ No

☒ Yes

☐ No

➤ appointed a Privacy and Information Sharing Officer

☒ Yes

☐ No

☒ Yes

☐ No

##### Anaphylaxis (as per BC Anaphylactic Child Safety Framework)

➤ Anaphylaxis Policy / Protocol

☒ Yes

☐ No

☒ Yes

☐ No

##### Emergency Preparedness Protocols

➤ Emergency Response Plan in place

☒ Yes

☐ No

☒ Yes

☐ No

➤ Fire drills (recommended 6/year)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Earthquake drills (recommended 3/year)

☒ Yes

☐ No

☒ Yes

☐ No

➤ Lockdown drills (recommended 2/year)

☒ Yes

☐ No

☒ Yes

☐ No

##### Student Supervision Protocols

➤ Student Supervision Policy (before, during, after school) in place

☒ Yes

☐ No

☒ Yes

☐ No

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



➤ Provisions for medical issues (anaphylaxis, etc., on field trips)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Communications management of emergencies on field trips	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Harassment and Bullying Prevention Protocols</b> (required under <i>Harassment and Bullying Prevention Order</i> )				
➤ Harassment and Bullying Prevention (H&BP) Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Policy aligns with H&BP Order (includes all 5 elements)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
➤ Curriculum specifically integrates bullying prevention skills teaching	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Special Needs Education Protocols – if applicable</b> (required under <i>Educational Standards Order</i> )				
➤ School Specific Special Education Policy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
➤ Students reported on 1701 with special needs have regularly reviewed IEPs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
➤ School Completion (Evergreen) Certificate policy in alignment with ESO Section 5.3)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
➤ Program aligns with <u>Special Education Services, Manual of Policies, Procedures and Guidelines</u>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
➤ Signed <u>Special Education Funding: Parent/Guardian Confirmation Form</u> for students receiving supplemental funding	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
<b>Transportation Protocols (if applicable)</b>				
➤ Safety Procedures & Bus Evacuation Drills	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Cash Payment Policy</b>				
➤ Policy to minimize cash fee payments	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Drinking Water testing Policy</b>				
➤ Policy to test lead content in drinking water minimally once every three years and mitigate plus inform Health Authority and Ministry	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

**For Ministry Use Only****Section 5.01a: The School meets requirements.**☐ Yes ☒ No**Comments:**

The School is required to implement lock-down drills in accordance with the School's Emergency Preparedness Policy.

The School is required to complete baseline water testing for lead in School facilities' water taps and report completion to the Ministry.

**Section 5.01b: The School has established operational protocols and written policies or procedures pertaining to:**

Items in RED are rooted in legislation and listed as Statutory items follow-up is required.

Items in BLUE are school policy matters and will listed as Policy items follow-up is required.

Items in GREEN are new items in 2021/22 school year (these new requirements to be completed in January or March, 2022).

Operational Requirements	School Declaration	Ministry Verification
<b>Student Discipline Protocols</b>		
➤ Student Discipline Policy/Procedure	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Appeals Protocols</b>		
➤ Appeals policy/procedure	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
➤ Policy ensures procedural fairness and principles of natural justice (and includes a multi-step appeal process).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
➤ Recognizing that independent schools often serve parent communities with specific cultural backgrounds and values, the Ministry of Education encourages		



B.C.'s Independent Schools to develop or include dispute or grievance resolution processes which reflect and honour the values of their member communities.

- If schools are FISA members, they may wish to include a reference to their FISA association's ombudsperson in the School's appeal process as an option for final review.

#### Anti-smoking Protocols (required under the *Tobacco and Vapour Products Control Act*)

- Anti-smoking policies (including prohibition of vapour products)

☒ Yes☐ No☒ Yes☐ No

#### Principal/Teacher Evaluation Protocols

- Principal / Teacher Evaluation Policy in place

☒ Yes☐ No☒ Yes☐ No

- Are evaluations conducted according to school policy (and stipulated frequencies)?

☐ Yes☒ No☐ Yes☒ No

#### International Student Protocols (if applicable)

- School-based Homestay Policy based on MOE (2018) *Homestay Guidelines*

☐ Yes☐ No☒ N/A☐ Yes☐ No☒ N/A

- International Student Graduation Credit Policy operationalized in Graduation program

☒ Yes☐ No☐ N/A☒ Yes☐ No☐ N/A

- For Group 4 schools: School is developing during this school year a standardized ELL assessment for ELL students and will complete the same by January 1, 2022 for implementation starting with the 2<sup>nd</sup> semester). (see notes in Template Guide)

☒ Yes☐ No☐ N/A☒ Yes☐ No☐ N/A

#### Educational Resource Protocols

- Educational Resource Policy

☒ Yes☐ No☒ Yes☐ No

- Educational Resource appeal process

☒ Yes☐ No☒ Yes☐ No

#### School Closure Policy

- School is in process of developing school closure policy (for when the school closes its entire operation) with intention to ratify this policy by March 1, 2022 and full implementation in 2022-23 school year (see notes in Template Guide).

☐ Yes☒ No☐ Yes☒ No

### For Ministry Use Only

**Section 5.01b: The School meets requirements.**

☐ Yes☒ No

**Comments (also with respect to new policy development/implementation):**

The School is required to implement Principal and Teacher Evaluation practices in accordance with the School's policy.

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

### Ministry Verification

- a) The School participates in ERASE

☒ Yes☐ No☒ Yes☐ No

- b) The School intentionally incorporates into its educational program anti-bullying strategies or additional programs to actively teach bullying prevention skills (e.g., *Second Step*, *Virtues Program*, *Friends*, conflict resolution, etc.) List any strategies or programs below.

☒ Yes☐ No☒ Yes☐ No

[Click here to enter text.](#)

- c) The School is aware of the B.C Student Safety Communication Protocol (in the secure, password protected area for Safe School Coordinators on the ERASE website). Email the Independent Schools Branch if you require login details.

☒ Yes☐ No☒ Yes☐ No



- d) You have updated your Safe School Coordinator information in case of emergency for the erase Report It tool. Email the [Independent Schools Branch](#) to request an update form if not.

☒ Yes☐ No☒ Yes☐ No

## ERASE STRATEGY TRAINING (Erase Bullying Programs)

### 1. Basic Violence Threat and Risk Assessment (Basic VTRA)

Please note:

- This course may not be offered this year due to continuing pandemic restrictions. Please check the [ERASE website](#) in the fall for further updates.
- Minimum two people are required to be trained, one of whom must be the Primary Safe School Coordinator (principal).
- Training must have been taken within the past 3 years (Training completed in 2018/19 was current until the end of the 2020/21 school year).

#### a) Primary Safe School Coordinator (principal)

☒ Yes☐ No☒ Yes☐ No

Date completed: February 1, 2019

AND

#### b) at least *one* of the following

- i. Additional Safe School Coordinator at the School

Date completed: January 21, 2021

☒ Yes☐ No

- ii. Another Safe School Coordinator within the School Authority

Date completed: Click or tap to enter a date.

☐ Yes☐ No☒ Yes☐ No

- iii. The School's "Umbrella" Association's Safe School Coordinator

Date completed: Click or tap to enter a date.

☐ Yes☐ No

### 2. Basic Digital Threat Assessment (Basic DTA)

Please note:

- This course may not be offered this year due to continuing pandemic restrictions. Please check the [ERASE website](#) in the fall for further updates.
- 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 2018/19 was current until the end of the 2020/21 school year).

#### a) Primary Safe School Coordinator (principal)

Date completed: March 8, 2019

☒ Yes☐ No☒ Yes☐ No

OR

#### b) at least *one* of the following

- i. Additional Safe School Coordinator at the School

Date completed: January 21, 2021

☒ Yes☐ No

- ii. Another Safe School Coordinator within the School Authority

Date completed: Click or tap to enter a date.

☐ Yes☐ No☒ Yes☐ No

- iii. The School's "Umbrella" Association's Safe School Coordinator

Date completed: Click or tap to enter a date.

☐ Yes☐ No



**3. Virtual VTRA/DTA Hybrid (This course was offered as a replacement for the separate VTRA and DTA training courses in the 2020/21 school year and will be potentially offered in 2021/22. If your current erase training is still valid, there is no need to take this hybrid course in addition.)**

Please note:

**This hybrid training temporarily replaces training requirements for 1 (Basic VTRA) and 2 (Basic DTA) above**

- This course will be offered virtually this year, please check the [ERASE website](#) for availability. (The name may change once the schedule is posted.) This course has been offered due to pandemic restrictions, and for the 2020/21 and 2021/22 school years will be accepted as sufficient training.
- The school must have access to at least one person who can support the school in VTRA/Digital Threat Assessment.
- Training must have been taken within the past 3 years (Training completed in 2018/19 was current until the end of the 2020/21 school year and you will now be required to update your training.)

**a) Primary Safe School Coordinator (principal)**

Date completed:

☐ Yes

☐ No

☐ Yes

☐ No

OR

**b) at least *one* of the following**

i. Additional Safe School Coordinator at the School

Date completed:

☐ Yes

☐ No

☐ Yes

☐ No

ii. Another Safe School Coordinator within the School Authority

Date completed:

☐ Yes

☐ No

iii. The School's "Umbrella" Association's Safe School Coordinator

Date completed:

☐ Yes

☐ No

***For Ministry Use Only***

**Section 5.02: The School meets requirements.**

☒ Yes

☐ No

***Comments (also with respect to new policy development/implementation):***

*Click here to enter text.*



## Section 06: Teacher Certification

### 6.01: Certification of Teachers

The School will be required to have on hand a valid “TCB Certificate Verification Response File” generated from the Employers area of the TCB website dated two weeks prior to the External Evaluation.

Types of Certification	Number of teachers	For Ministry verification	
a) Certificate of Qualification (COQ) Certification	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b) Independent School: Professional Certificate	3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
c) Independent School: Subject Restricted (SR)	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d) Independent School: System Restricted (SYR) (Montessori or Waldorf)	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e) Independent School: School and Subject Restricted (SSR)	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f) Number of teachers with an <u>issued</u> Letter of Permission (LOP)	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g) Number of teachers whose certification is still in progress with Teacher Certification Branch	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>TOTAL:</b>	3	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### 6.02: Declaration by Representative for the School Authority

- a) All teachers at the School are properly certified with current TCB certification. ☒ Yes ☐ No ☒ Yes ☐ No
- b) Teachers with SR or SSR certification, are teaching in the appropriate domains. ☐ Yes ☐ No ☒ N/A ☐ Yes ☐ No ☒ N/A
- c) All non-teaching support staff employed at the School working with children have valid criminal record checks on file through the Ministry of Public Safety and Solicitor General. ☒ Yes ☐ No ☐ N/A ☐ Yes ☒ No ☐ N/A
- d) Any teachers who are currently employed by the School Authority and whose certification applications are still being processed by the TCB, have:
- TCB confirmation on file that all required documents have been submitted to the TCB, and are awaiting processing ☐ Yes ☐ No ☒ N/A ☐ Yes ☐ No ☒ N/A
  - have separate Criminal Record Checks cleared by the Ministry of Public Safety and Solicitor General. ☐ Yes ☐ No ☒ N/A ☐ Yes ☐ No ☒ N/A
- e) For any Teachers teaching with Letters of Permission:
- The school – is providing professional supports, mentoring, and performance evaluations. ☐ Yes ☐ No ☒ N/A ☐ Yes ☐ No ☒ N/A



- ii. The school has a plan to reduce the number of staff teaching with Letters of Permission during current and/or next school year – discuss with inspection team

☐ Yes ☐ No ☒ N/A ☐ Yes ☐ No ☒ N/A

### For Ministry Use Only

**Section 6.01 – 6.02 + Appendices A & B: The School meets requirements.**

☐ Yes ☒ No

#### Comments:

The School is required to confirm that criminal record checks have been completed to the Ministry of Public Safety and Solicitor General for current non-teaching staff with CRCs that are outdated.

## 6.03: Professional Development

- a) Number of professional development days per year

Not specified

☒ Yes ☐ No

- b) Describe planned Pro-D activities:

Professional development here takes two forms. There are presentations and occasionally seminars done for all staff either during staff meeting or during staff retreats or training days outside the school year. Alternately, individual professional development happens by teacher request. If they ask to attend a seminar, take a course, or have a book purchased for them the school will arrange it (provided the cost is reasonable).

- c) Describe ongoing professional supports for staff with SSRs, SRs, and LOPs:

n/a

### For Ministry Use Only

**Section 6.03: The School meets requirements.**

☒ Yes ☐ No

#### Comments:

The School is encouraged to participate in professional development opportunities with respect to the B.C. curriculum, especially regarding pedagogy and the First Peoples Principles of Learning.





## Section 07: Education Program: Curriculum and Instruction

### 7.01: Instructional Time Requirements

a) Have your instructional hours changed since most recent inspection?

☐ Yes

☒ No

September to June*	Hours	Proposed Number of Days in Session	Proposed Hours Per Year	Ministry Verification	
b) Full day Kindergarten	850 hours	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c) Half day Kindergarten	450 hours	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d) Grades 1-12	850 hours	190	890	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

\*Schools that offer true year-round education for all students (i.e. not summer school) should report instructional hours counted from their school year start (other than September).

#### For Ministry Use Only

**Section 7.01: The School meets requirements.**

☐ Yes

☒ No

#### Comments:

The School is required to address its schedule to meet the minimum instructional hours as required by the Educational Standards Order.

### 7.02: Provincial Health Officer requirements (if applicable at time of inspection)

a) The School declares it is adhering to and consistently implementing the Provincial Health Officer's requirements and Ministry of Education directives as per current stage of COVID restrictions/Restart Plan.

☒ Yes

☐ No

☒ Yes

☐ No

If this is not the case, please explain below:

[Click here to enter text.](#)

#### For Ministry Use Only

**Section 7.02: The School meets requirements.**

☒ Yes

☐ No

#### Comments:

[Click here to enter text.](#)

### 7.03: K-12 School-wide Programs

#### 7.03a: Indigenous (e.g., First Nations, Métis, Inuit) Educational Programs

- For Non-First Nation Independent Schools, do you enroll students with Indigenous ancestry?

☐ Yes

☒ No

☐ Yes

☒ No



- If so, describe how the School creates a sense of value and belonging for students identifying as Indigenous (e.g., First Nation, Métis, Inuit) and how it includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.

[Click here to enter text.](#)

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

- Are Special Education (Inclusive Education) services part of the program at the School?
- Is there evidence of the School's Special Education policy including services for students with disabilities / diverse abilities in Categories K, P, Q and R (for whom funding is automatically included in operational grant) and has the School reported these categories on 1701?
- Does the School maintain a separate Special Education budget (be prepared to share the last two years of this budget)?

☐ Yes ☒ No ☐ Yes ☒ No

☐ Yes ☐ No ☐ Yes ☐ No

☐ Yes ☐ No ☐ Yes ☐ No

If the School offers the B.C. Graduation Program,

- do Grade 10-12 IEPs show evidence of transition planning?

☐ Yes ☐ No ☐ Yes ☐ No

#### For Ministry Use Only

**Section 7.03a - 7.03b: The School meets requirements.**

☐ Yes ☐ No

#### Comments:

[Click here to enter text.](#)

### 7.03c: English Language Learner

- Describe the School's ELL program, if applicable, including assessment, instruments, resources and procedures used to diagnose language learning level and student placement and supports

☐ Yes ☐ No

(NOTE: Group 4 schools are required to develop and implement a placement policy to support ELL students for 2021-22 school year starting with the 2nd semester – January 2022). (INFO will be posted asap)

n/a

#### For Ministry Use Only

**Section 7.03c - 7.04d: The School meets requirements.**

☐ Yes ☐ No

#### Comments:

[Click here to enter text.](#)

## 7.04: Primary Program (K-3)





**a) Does the School offer a Primary Program?**

Complete the Appropriate Sections of Appendix C: Education Programs for K-3.  
(Otherwise, skip to Section 7.05)

☐ Yes ☒ No

**b) Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Primary Program and include student self-assessment in progress reporting?**

☐ Yes ☐ No ☐ Yes ☐ No

**c) Are Curricular Competencies and Content reflected in all curricular planning instruments/documentation?**

☐ Yes ☐ No ☐ Yes ☐ No

**d) Is Learning Assistance offered in your school?**

☐ Yes ☐ No ☐ Yes ☐ No

**e) if so, describe student assessment for service? (Note: Groups 1 and 2 schools automatically receive supplementary funding for students with K, P, Q, and R designations.)**

*Click here to enter text.*

**f) Describe the School's Student Progress reporting frequency and format in Grades K-3. How is the School providing information on the child's achievement and performance in relation to age/grade expectations?**

*Click here to enter text.*

☐ Yes ☐ No

**For Ministry Use Only**

**Section 7.04 + Appendix C (Primary): The School's Primary Program (K-3) overall documentation, planning and classroom practice provides evidence that the Ministry's K-3 curriculum is being delivered according to the Educational Standards Order and Ministerial requirements.**

☐ Yes ☐ No

**Comments - including Appendix C (Primary):** ☐ No Change

*Click here to enter text.*

## 7.05: Intermediate Program (Grades 4 to 9)

**a) Does the School offer an Intermediate Program?**

Complete the Appropriate Sections of Appendix C: Education Programs for Grades 4-9.  
(Otherwise, skip to Section 7.06)

☐ Yes ☒ No

**b) Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Intermediate Program and include student self-assessment in progress reporting?**

☐ Yes ☐ No ☐ Yes ☐ No

**c) Are Curricular Competencies and Content reflected in all curricular planning instruments/documentation?**

☐ Yes ☐ No ☐ Yes ☐ No

**d) Is Learning Assistance offered in your school?**

☐ Yes ☐ No ☐ Yes ☐ No



- e) if so, describe student assessment for service? (Note: Groups 1 and 2 schools automatically receive supplementary funding for students with K, P, Q, and R designations.)

☐ Yes ☐ No

[Click here to enter text.](#)

- f) **Describe** the School's Student Progress reporting frequency and format in Intermediate Program. 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 documentation, planning and classroom practice provides evidence that the Ministry's 4-9 curriculum is being delivered according to the Educational Standards Order and Ministerial requirements.**

☐ Yes ☐ No

**Comments - including Appendix C (4-5, 6-7, 8-9):** ☐ No Change

[Click here to enter text.](#)

## 7.06: Graduation Program (Grades 10-12)

- a) Does the School offer the B.C. Graduation Program?  
Complete Appropriate Sections of Appendix C: Educational Programs for 10, 11, and 12.  
(Otherwise, skip Sections 7.06 and 7.07)

☒ Yes ☐ No

- b) 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?

☒ Yes ☐ No

☒ Yes ☐ No

- c) Are Core Competencies intentionally incorporated into classroom activities and teaching strategies throughout the Graduation Program and include student self-assessment in progress reporting?

☒ Yes ☐ No

☐ Yes ☒ No

- d) Are Curricular Competencies and Content reflected in all curricular planning instruments/documentation?

☒ Yes ☐ No

☒ Yes ☐ No

- e) Is Learning Assistance offered in your school?  
If yes, describe student assessment for service? (Note: Groups 1 and 2 schools automatically receive supplementary funding for students with K, P, Q, and R designations.)

☐ Yes ☒ No

☐ Yes ☒ No

[Click here to enter text.](#)

- f) **Describe** the School's Student Progress reporting frequency and format in Graduation Program. How is the School providing information on the child's achievement and performance in relation to age/grade expectations?

☒ Yes ☐ No

Report cards are sent out 4 terms per year. Dormitory deans are informed on a bi-weekly basis (at least) of students who are struggling or not keeping up with assignments.



## 7.07 Graduation Program – *Board/Authority Authorized (BAA) Courses*

- 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](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_form.pdf)

Please prepare a list of all updated Grade 10-12 Board/Authority Authorized Courses that are being offered, the Ministry course code assigned to each, the authority approval dates. All BAA Course Templates need to be signed by Authority and available for review and signing by inspection team.

Add more rows to the table by clicking the “+” button (which appears when you click on last row of the cells below).

Course Title	Ministry Code	Authority Approval Date
Bible 10 – Love, Live and Give Jesus	YPHR 0A	2019-08-15
Adventist Eschatology 11	YPHR 1A	2019-08-15
Defending Your Faith 12	YPHR 2A	2019-08-15
Marriage and Family 12	YPHR 2B	2019-08-15
Health Evangelism 12	YHRA 2A	2019-08-15

Please forward the BAA Course Form, once signed by all three parties, to the Ministry ([student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca)) and at the time of the inspection, please confirm completion of this requirement.

☒ Yes ☐ No ☒ Yes ☐ No

The School's BAA courses comply with Ministry requirements (see Inspection Template Guide) and meet the [Board/Authority Authorized Courses: Requirements and Procedures \(2019\) \(PDF\)](#) for independent schools.

☒ Yes ☐ No ☒ Yes ☐ No

### For Ministry Use Only

**Section 7.06, 7.07 + 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 Graduation Program is being delivered according to the Educational Standards Order and Ministerial requirements.**

☐ Yes ☒ No

**Comments - including Appendix C (10,11,12):** ☐ No Change

The School is required to ensure core-competencies are addressed throughout the Grade 10-12 program. At a minimum, the School is required to plan for student core-competency self-assessment in connection with the Career Life Connections Capstone Project.



## Section 08: Report Summary

### **For Ministry Use Only**

#### **Previous Inspection:**

**Additional Follow up from previous inspections (Section 1.07):** ☒ None

#### **Comments:**

*Click here to enter text.*

### **For Ministry Use Only**

#### **Current Inspection:**

#### **Commendations:**

1. The School is commended for its communication, growth-minded, and flexibility helping facilitate an efficient virtual inspection process.

#### **Recommendations:**

1. The School is advised to maintain a safety check logging system to track maintenance. (Section 2.02)
2. The School is encouraged to move towards incorporating student performance data analysis in its strategic planning process. (Section 3.01)
3. The School is encouraged to participate in professional development opportunities with respect to the B.C. curriculum, especially regarding pedagogy and the First Peoples Principles of Learning. (Section 6.03)

#### **Statutory Follow-Up Requirements** ☒ Yes ☐ No

1. The School is required to confirm that criminal record checks have been completed to the Ministry of Public Safety and Solicitor General for current non-teaching staff with CRCs that are outdated. (Section 6.02)
2. The School is required to address its schedule to meet the minimum instructional hours as required by the Educational Standards Order. (Section 7.01)

The School Authority is required to review the statutory issues listed above and confirm in writing to the Independent Schools Branch its compliance by:

*November 25, 2021*

#### **Policy Issues Follow-Up Requirements:** ☒ Yes ☐ No

1. The School is required to implement lock-down drills in accordance with the School's Emergency Preparedness Policy. (section 5.01)
2. The School is required to complete baseline water testing for lead in School facility's water taps, report completion to the Ministry and local health authority, and complete remediation if and as required. (Section 5.01)
3. The School is required to implement Principal and Teacher Evaluation practices in accordance with the School's policy. (Section 5.02)





4. The School is required to ensure core-competencies are addressed throughout the Grade 10-12 program. At a minimum, the School is required to plan for student core-competency self-assessment in connection with the Career Life Connections Capstone Project. (Section 7.06)

The School Authority is required to review the policy issues listed above and confirm in writing to the Independent Schools Branch its compliance by

*December 9, 2021*





## Section 09: Summative Recommendation

### *For Ministry Use Only*

#### **Recommend Group classification Number:**

☐ Group 1   ☐ Group 2   ☐ Group 3   ☒ Group 4

#### **Approved Grade Range:**

Grades 10-12

#### **Comments:**

It is the opinion of the External Evaluation Committee that Fountainview Academy satisfies the requirements for Group 4 classification and the EEC recommends that this classification be granted -- contingent on meeting the requirements as set out under the headings Statutory and Policy Requirements in the Report Summary.







## 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 Employed <sup>1</sup>	Certificate Type				Teaching Assignment *for secondary teachers, use Ministry abbreviation (ex: EN10)	Ministry Verification	
		COQ <sup>2</sup>	IS <sup>3</sup>	LOP <sup>4</sup>	Restriction(s)			
Baird Corrigan	s.22	<a href="#">Click</a>	P	<a href="#">Click</a>	<a href="#">Click</a>	CALC12, ENST12, FTCD11, FTCD12, PHED10, PREC11, PREC12, WEX2A, YPHR0A, YPHR2A, YPHR2B	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Mary Corrigan		<a href="#">Click</a>	P	<a href="#">Click</a>	<a href="#">Click</a>	CMCL12, EN11, FMP10, PH11, PREC11, PREC12, SS10, YHRA2A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Jerry Rasmussen		<a href="#">Click</a>	P	<a href="#">Click</a>	<a href="#">Click</a>	ATPH12, CH11, EN10, SC10, YPHR1A	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<a href="#">Click</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No</



<sup>3</sup>**IS** Independent Certificate: Mark “SR” if Subject Restricted; “SSR” if School and Subject Restricted  
<sup>4</sup>**LOP** 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		Ministry Verification	
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>s.22</b>	Religious Volunteer	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Ceri Christiansen	Associate Girls Dean	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Abigail Cleveland	Music Assistant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
James Cleveland	Music Director	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Kevin Corrigan	Academic Assistant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>s.22</b>	Religious Volunteer	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Religious Volunteer	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Nickolas Coursey	General Manager of Finance	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
William Cunnington	Farm Assistant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Michael Dunbar	Cafeteria Manager	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sidney Gallinati	IT/Media	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Palmer Halvorson	General Manager of Media Ministry	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Alexander Jaeger	Maintenance Manager	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Helena Jaeger	Guest Room Housekeeping	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Nathan Johnson	Associate Boys Dean	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Ryan Kennedy	Farm Assistant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Peter Luchak	Campus Manager	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Rachel Luchak	Cook	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Kyle McLeod	Gospel Outreach Worker	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Scott Richards	President	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Grace Sastre	Registrar	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Eunice Schendel	Farm Assistant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Tanya Schulerbrandt	Accountant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Elena Schwarz	Cook	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Vitaliy Schwarz	Fabrication Manager	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
D'Arcy Simanton	Senior Accountant	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Ursula Simard	Cook	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>s.22</b>	Religious Volunteer	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No



Name	Position within the School	Criminal Record Check		Ministry Verification	
		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
s.22	Religious Volunteer	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Ilko Tchakarov	Boys Head Dean	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Andre Theron	Shop Manager	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Lorraine Theron	Girls Head Dean	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Brianna Wiley	Associate Girls Dean	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Krystal Williams	Administrative Director	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Immian Wolfe	General Manager of Industry	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No





# 2021-22 Appendix C: K-12 Curricular Compliance

## Curricular Compliance Grid – Grades K-1

Is the school offering:			Grade K:		Grade 1:	
			<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N
<b>School Declaration</b>			<b>Ministry Verification</b>			
A. All Curricular instruments for all subjects remain essentially same as previous inspection (apart from minor adjustments) and contain required elements (Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed or integrated.)	<input type="checkbox"/>	<i>In this case, skip to next section (for Grades 1-2)</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N		
B. Curricular instruments were significantly altered or revised in those curricular areas indicated below. (School will need to be prepared to share updated curricular documentation – to be discussed with inspection team.)	<input type="checkbox"/>	<i>In this case, only indicate which curricular areas below have been changed.</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N		
	<b>Grade</b>	<b>K</b> <b>1</b>	<b>K</b>	<b>1</b>		
<b>LEARNING AREAS/SUBJECT CURRICULA</b>	<b>UPDATES or CHANGES?</b>		<b>Ministry Survey</b>			
English Language Arts	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Mathematics	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Science	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Social Studies	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Arts Education	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Physical Health Education	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Locally Developed Courses – incorporate updated curriculum design	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Applied, Design, Skills and Technologies – Intentional cross-curricular delivery	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
<b>ACROSS THE CURRICULUM</b>						
First Peoples Principles of Learning – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N



<b>Core Competencies</b> – Evidence that Core Competencies are an intentional and ongoing part of classroom activities and teaching strategies (Communication, Thinking, Personal & Social) and student self-assessment.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
<b>STUDENT PROGRESS REPORTING</b>						
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Students are provided with information that is meaningful to them and helps them improve their learning.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				



# Curricular Compliance Grid – Grades 2-3

Is the school offering:			Grade 2: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N			
			Grade 3: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N			
School Declaration			Ministry Verification			
A. All Curricular instruments for all subjects remain essentially same as previous inspection (apart from minor adjustments) and contain required elements (Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed or integrated.)	<input type="checkbox"/>	In this case, skip to next section (for Grades 4-5)	<input type="checkbox"/> Y	<input type="checkbox"/> N		
B. Curricular instruments were significantly altered or revised in those curricular areas indicated below. (School will need to be prepared to share updated curricular documentation – to be discussed with inspection team.)	<input type="checkbox"/>	In this case, only indicate which curricular areas below have been changed.	<input type="checkbox"/> Y	<input type="checkbox"/> N		
Grade	2	3	2	3		
LEARNING AREAS/SUBJECT CURRICULA	UPDATES or CHANGES?		Ministry Survey			
English Language Arts	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N		
Mathematics	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Science	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Social Studies	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Arts Education	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Physical Health Education	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Locally Developed Courses – incorporate updated curriculum design	<input type="checkbox"/> Y	<input type="checkbox"/> Y			<input type="checkbox"/> Y	<input type="checkbox"/> 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	<input type="checkbox"/> Y	<input type="checkbox"/> Y			<input type="checkbox"/> Y	<input type="checkbox"/> 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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N		
ACROSS THE CURRICULUM						
First Peoples Principles of Learning – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N		



<b>Core Competencies</b> – Evidence that Core Competencies are an intentional and ongoing part of classroom activities and teaching strategies (Communication, Thinking, Personal & Social) and student self-assessment.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
<b>STUDENT PROGRESS REPORTING</b>						
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Students are provided with information that is meaningful to them and helps them improve their learning.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				







# Curricular Compliance Grid – Grades 4-5

Is the school offering:		Grade 4:		Grade 5:	
		<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N
<b>School Declaration</b>			<b>Ministry Verification</b>		
A. All Curricular instruments for all subjects remain essentially same as previous inspection (apart from minor adjustments) and contain required elements (Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed or integrated.)	<input type="checkbox"/>	<i>In this case, skip to next section (for Grades 6-7)</i>		<input type="checkbox"/> Y	<input type="checkbox"/> N
B. Curricular instruments were significantly altered or revised in those curricular areas indicated below. (School will need to be prepared to share updated curricular documentation – to be discussed with inspection team.)	<input type="checkbox"/>	<i>In this case, only indicate which curricular areas below have been changed.</i>		<input type="checkbox"/> Y	<input type="checkbox"/> N
	Grade	4	5	4	5
<b>LEARNING AREAS/SUBJECT CURRICULA</b>		<b>UPDATES or CHANGES?</b>		<b>Ministry Survey</b>	
English Language Arts	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
Mathematics	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
Science	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
Social Studies	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
Core French or Second Language (Note: optional in grade 4)	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
Arts Education – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
Physical and Health Education	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
Locally Developed Courses – incorporate updated curriculum design	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
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	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y			
<b>ACROSS THE CURRICULUM</b>					



<b>First Peoples Principles of Learning</b> – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
<b>Core Competencies</b> – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies and student self-assessment.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
<b>STUDENT PROGRESS REPORTING</b>						
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Students are provided with information that is meaningful to them and helps them improve their learning.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> 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	<input type="checkbox"/> Y	<input type="checkbox"/> Y				





# Curricular Compliance Grid – Grades 6-7

Is the school offering:			Grade 6:		Grade 7:		
			<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	
School Declaration			Ministry Verification				
A. All Curricular instruments for all subjects remain essentially same as previous inspection (apart from minor adjustments) and contain required elements (Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed or integrated.)	<input type="checkbox"/>	In this case, skip to next section (for Grades 8-9)	<input type="checkbox"/> Y	<input type="checkbox"/> N			
B. Curricular instruments were significantly altered or revised in those curricular areas indicated below. (School will need to be prepared to share updated curricular documentation – to be discussed with inspection team.)	<input type="checkbox"/>	In this case, only indicate which curricular areas below have been changed.	<input type="checkbox"/> Y	<input type="checkbox"/> N			
	Grade	6	7	6	7		
LEARNING AREAS/SUBJECT CURRICULA		UPDATES or CHANGES?		Ministry Survey			
English Language Arts		<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Mathematics		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Science		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Social Studies		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Core French or Second Language (Note: required)		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Arts Education – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Physical Health Education		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Locally Developed Courses – incorporate updated curriculum design		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
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.		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
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.		<input type="checkbox"/> Y	<input type="checkbox"/> Y				
ACROSS THE CURRICULUM							



<b>First Peoples Principles of Learning</b> – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
<b>Core Competencies</b> – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies and student self-assessment.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
<b>STUDENT PROGRESS REPORTING</b>						
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Students are provided with information that is meaningful to them and helps them improve their learning.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> 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	<input type="checkbox"/> Y	<input type="checkbox"/> Y				





# Curricular Compliance Grid – Grade 8-9

Is the school offering:			Grade 8: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
			Grade 9: <input type="checkbox"/> Y <input checked="" type="checkbox"/> N	
School Declaration			Ministry Verification	
A. All Curricular instruments for all subjects remain essentially same as previous inspection (apart from minor adjustments) and contain required elements (Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed or integrated.)	<input type="checkbox"/>	In this case, skip to next section (for Grades 10-12)	<input type="checkbox"/> Y	<input type="checkbox"/> N
B. Curricular instruments were significantly altered or revised in those curricular areas indicated below. (School will need to be prepared to share updated curricular documentation – to be discussed with inspection team.)	<input type="checkbox"/>	In this case, only indicate which curricular areas below have been changed.	<input type="checkbox"/> Y	<input type="checkbox"/> N
Grade	8	9	8	9
LEARNING AREAS/SUBJECT CURRICULA	UPDATES or CHANGES?		Ministry Survey	
English Language Arts	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N
Mathematics	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
Science	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
Social Studies	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
Core French or Second Language (Note: required in grade 8, optional in grade 9)	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
Arts Education – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
Physical Health Education	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
Locally Developed Courses – incorporate updated curriculum design	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
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	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> 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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y		
ACROSS THE CURRICULUM				



<b>First Peoples Principles of Learning</b> – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
<b>Core Competencies</b> – ongoing part of all activities / teaching strategies and student self-assessment.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
<b>STUDENT PROGRESS REPORTING</b>						
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.	<input type="checkbox"/> Y	<input type="checkbox"/> Y				
Students are provided with information that is meaningful to them and helps them improve their learning.	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> 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	<input type="checkbox"/> Y	<input type="checkbox"/> Y				





# Curricular Compliance Grid – Grade 10

Is the school offering Grade 10?			<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N			
<b>INSTRUCTIONS</b> – Indicate (Y) if offered as a standalone subject area, (I) if integrated with other subjects, or (N) if not offered at all. Note: planning instruments need to include evidence that Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed.							
			<b>School declaration Y/I/N</b>	<b>Ministry survey Y/N</b>			
<b>Grade</b>			<b>10</b>	<b>10</b>			
<b>LEARNING AREAS/SUBJECT CURRICULA</b>							
<b>Mathematics</b>	<b>Foundations of Mathematics &amp; Pre-Calculus 10</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
	<b>Workplace Mathematics 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
<b>Social Studies 10</b>		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>Science 10</b>		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>English Language Arts – composite of two courses</b>	<b>Composition 10</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
	<b>Creative Writing 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
	<b>Literary Studies 10</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N			
	<b>New Media 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
	<b>Spoken Language 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
	<b>EFP – Writing 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
	<b>EFP – Literary Studies 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
	<b>EFP - New Media 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
	<b>EFP - Spoken Language 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
<b>Core French or other Second Language</b>		<i>Click to enter language offered (French or ...)</i>			<input type="checkbox"/> Y	<input type="checkbox"/> N	
<b>Arts Education</b>	<b>Dance 10</b>	<b>Dance Choreography 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Dance Company 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Dance Foundations 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Dance Technique &amp; Performance 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	<b>Drama 10</b>	<b>Drama 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Theatre Company 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Theatre Production 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	<b>Music 10</b>	<b>Choral Music 10 (Concert Choir, Chamber Choir, Vocal Jazz)</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Contemporary Music 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		



		<b>Instrumental Music 10 (Concert Band, Orchestra, Jazz Band, Guitar)</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	<b>Visual Arts 10</b>	<b>Arts Studio 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Photography 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Studio Arts 2D 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Studio Arts 3D 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	<b>Cross-disciplinary &amp; Interdisciplinary Arts 10</b>	<b>Media Arts 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Musical Theatre 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
<b>Applied Design, Skills, Technologies</b>	<b>Business Education 10</b>	<b>Entrepreneurship and marketing 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
	<b>Home Economics &amp; Culinary Arts</b>	<b>Culinary Arts 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Family &amp; Society 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Food Studies 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Textiles 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	<b>Information &amp; Communications Technology (ICT)</b>	<b>Computer Studies 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Media Design 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Web Development 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	<b>Technology Education</b>	<b>Drafting 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Electronics &amp; Robotics 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Metalwork 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Power Technology 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Technology Explorations 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Woodwork 10</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
<b>Physical and Health Education 10</b>			<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
<b>BAA courses</b>	<b>Bible 10 – Love, Live and Give Jesus</b>		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	<i>Click to enter Course Name:</i>		<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
	<i>Click to enter Course Name:</i>		<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
	<i>Click to enter Course Name:</i>		<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
	<i>Click to enter Course Name:</i>		<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
<b>Career Education 10</b>	<b>Career Life Education</b>		<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
	<b>Career Life Connections</b>		<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
<b>INTENTIONALLY INCORPORATED IN GRADE 10 CURRICULUM</b>							





<b>First Peoples Principles of Learning</b> – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N
<b>Core Competencies</b> – Evidence that Core Competencies and student self-assessment are an intentional and ongoing part of the students' educational program.	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		
<b>COMMUNICATING STUDENT LEARNING</b>				
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.	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
Students are provided with information that is meaningful to them and helps them improve their learning.	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		





# Curricular Compliance Grid – Grade 11

Is the school offering Grade 11?		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>INSTRUCTIONS</b> – Indicate (Y) if offered as a standalone subject area, (I) if integrated with other subjects, or (N) if not offered at all. Note: planning instruments need to include evidence that Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed.				
		<b>School Declaration</b> Y/I/N	<b>Ministry Survey</b> Y/N	
<b>Grade</b>		<b>11</b>	<b>11</b>	
<b>LEARNING AREAS/SUBJECT CURRICULA</b>				
<b>Mathematics 11</b>	<b>Foundations of Mathematics 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
	<b>Pre-Calculus 11</b>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N		
	<b>Workplace Mathematics 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>History of Mathematics 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>Computer Science 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
<b>Social Studies 11</b>	<b>Explorations in Social Studies 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	
	<b>Francophone History 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
<b>Science 11</b>	<b>Chemistry 11</b>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
	<b>Earth Sciences 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>Environmental Science 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>Life Science 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>Physics 11</b>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N		
	<b>Science for Citizens 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
<b>English Language Arts 11</b>	<b>Composition 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
	<b>Creative Writing 11</b>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N		
	<b>Literary Studies 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>New Media 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>Spoken Language 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>EFP – Lit. Studies &amp; Writing 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>EFP – Lit. Studies &amp; New Media 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
	<b>EFP – Lit. Studies &amp; Spoken Language 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N		
<b>Languages 11 (Core French, Introductory level, or other Language)</b>	<i>Click to enter language offered (French or ...)</i>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	
<b>Arts Education</b>	<b>Dance 11</b>	<b>Dance Choreography 11</b>	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N



		Dance Company 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Dance Conditioning 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Dance Foundations 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Dance Techniques & Performance 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Drama 11	Directing & Script Development 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Drama 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Film & Television 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Theatre Company 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Theatre Production 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Music 11	Choral Music 11 (Concert Choir, Chamber choir, Vocal Jazz)	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Composition & Production 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Contemporary Music 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Instrumental Music 11 (concert Band, Orchestra, Jazz Band, Guitar)	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Visual Arts 11	Arts Studio 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Graphic Arts 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Photography 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Studio Arts 2D 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Studio Arts 3D 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Cross-disciplinary Arts 11	Media Arts 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Musical Theatre 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
Applied Design, Skills, and Technologies 11	Business Education	Accounting 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Marketing 7 Promotion 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Tourism 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Home Economics and Culinary Arts	Culinary Arts 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Food Studies 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Interpersonal & Family Relationships 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Textiles 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Information & Communication Technology (ICT)	Computer Information Systems 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Computer Programming 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Digital Communications 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Graphic Production 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Media design 11	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		



	<b>Technology Education</b>	<b>Automotive Technology 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N	
		<b>Drafting 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
		<b>Electronics 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
		<b>Engineering 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
		<b>Metalwork 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
		<b>Robotics 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
		<b>Woodwork 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N			
<b>Physical and Health Education 11</b>	<b>Active Living 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		
	<b>Fitness &amp; Conditioning 11</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N				
	<b>Outdoor Education 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N				
<b>BAA 11 courses</b>	<b>Adventist Eschatology 11</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		
	<i>Click to enter Course Name:</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N				
	<i>Click to enter Course Name:</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N				
	<i>Click to enter Course Name:</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N				
	<i>Click to enter Course Name:</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N				
<b>Career Education</b> – leave blank if only offered at Grade 12 level	<b>Career Life Education (CLE)</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		
	<b>Career Life Connections (CLC) (Capstone Project)</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N				
<b>Additional Offerings</b>	<b>Youth work in Trades 11</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N		
<b>INTENTIONALLY INCORPORATED IN GRADE 11 CURRICULUM</b>								
<b>First Peoples Principles of Learning</b> – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.					<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N
<b>Core Competencies</b> – Evidence that Core Competencies and student self-assessment are an intentional and ongoing part of the students' educational program.					<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		
<b>COMMUNICATING STUDENT LEARNING</b>								
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.					<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
Students are provided with information that is meaningful to them and helps them improve their learning.					<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		



# Curricular Compliance Grid – Grade 12

Is the school offering Grade 12?		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
<b>INSTRUCTIONS</b> – Indicate (Y) if offered as a standalone subject area, (I) if integrated with other subjects, or (N) if not offered at all. Note: planning instruments need to include evidence that Big Ideas, curricular competencies, core competencies, and First Peoples Principles of Learning are addressed.			
		School Declaration Y/I/N	Ministry Survey Y/N
Grade		12	12
LEARNING AREAS/SUBJECT CURRICULA			
<b>Mathematics 12</b>	Apprenticeship Mathematics 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
	Calculus 12	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N	
	Computer Science 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Foundations of Mathematics 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Geometry 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Pre-Calculus 12	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N	
	Statistics 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
<b>Social Studies 12</b>	20 <sup>th</sup> Century World History 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
	Asian Studies 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	BC First Peoples 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Comparative Cultures 12	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N	
	Comparative World Religions 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Contemporary Indigenous Studies 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Economic Theory 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Genocide Studies 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Human Geography 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Law Studies 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Philosophy 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Political Studies 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Physical Geography 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Social Justice 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
	Urban Studies 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	
<b>Science 12</b>	Anatomy & Physiology 12	<input checked="" type="checkbox"/> Y <input type="checkbox"/> I <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
	Chemistry 12	<input type="checkbox"/> Y <input type="checkbox"/> I <input checked="" type="checkbox"/> N	



		Environmental Science 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Geology 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Physics 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Specialized Science 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
English Language Arts 12		English Studies 12 (required)	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		English First Peoples 12 (alternate req'd)	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Composition 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Creative Writing 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Literary Studies 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		New Media 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Spoken Language 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
Languages (Core French or other Language)		<i>Click to enter language offered (French or ...)</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
Arts Education	Dance 12	Dance Choreography 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Company 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Dance Conditioning 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Dance Foundations 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Dance Techniques & Performance 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Drama 12	Directing & Script Development 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Drama 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Film & Television 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Theatre Company 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Theatre Production 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Music 12	Choral Music 12 (Concert Choir, Chamber choir, Vocal Jazz)	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Composition & Production 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Contemporary Music 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Instrumental Music 12 (concert Band, Orchestra, Jazz Band, Guitar)	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Visual Arts 12	Arts Studio 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Graphic Arts 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Photography 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Studio Arts 2D 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Studio Arts 3D 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		



	Cross-disciplinary Arts 12	Media Arts 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Musical Theatre 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
Applied Design, Skills, and Technologies 12	Business Education	Accounting 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Business Computer Applications 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		E-Commerce 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Economics 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Entrepreneurship 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Financial Accounting 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Tourism 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Home Economics and Culinary Arts	Child Development & Caregiving 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Culinary Arts 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Fashion Industry 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Food Studies 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Housing & Living Environments 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Specialized Studies in Foods 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Textiles 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Information & Communications Technology (ICT)	Computer Information Systems 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Computer Programming 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Digital Media Development 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Graphic Production 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Media Design 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
	Technology Education	Art Metal & Jewelry 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Automotive Technology 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Drafting 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Electronics 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Engine & Drivetrain 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Engineering 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Furniture & Cabinetry 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Industrial Coding & Design 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Machining & Welding 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Mechatronics 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Metalwork 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		Remotely Operated Vehicles & Drones 12	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		



		<b>Robotics 12</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
		<b>Woodwork 12</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
<b>Physical and Health Education 12</b>		<b>Active Living 12</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Fitness &amp; Conditioning 12</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
		<b>Outdoor Education 12</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
<b>BAA 12 courses</b>		Health Evangelism 12	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		Defending Your Faith 12	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
		Marriage and Family 12	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
		<i>Click to enter Course Name:</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
		<i>Click to enter Course Name:</i>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
<b>Career Education</b> – leave blank if only offered at Grade 11 level		<b>Career Life Education (CLE)</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Career Life Connections (CLC) + Capstone</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
<b>Additional Offerings</b>		<b>Work Experience 12A</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		<b>Work Experience 12B</b>	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> I	<input type="checkbox"/> N		
		<b>Youth Work in Trades 12</b>	<input type="checkbox"/> Y	<input type="checkbox"/> I	<input checked="" type="checkbox"/> N		
<b>INTENTIONALLY INCORPORATED IN GRADE 12 CURRICULUM</b>							
<b>First Peoples Principles of Learning</b> – For Non-First Nation Schools, evidence that the school creates a sense of valuing and belonging for students identifying as Indigenous and that the school includes First Peoples cultures, languages, worldviews, and knowledge within the curriculum.			<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N
<b>Core Competencies</b> –Evidence that Core Competencies and student self-assessment are an intentional and ongoing part of the students' educational program and included in Capstone project.			<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N			
<b>COMMUNICATING STUDENT LEARNING</b>							
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.			<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
Students are provided with information that is meaningful to them and helps them improve their learning.			<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N			