



# Group 1, 2, or 4 Monitoring Inspection Report for Brick & Mortar Independent Schools School Year 2019-20

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## For Schools:

- You are required to fill out this Monitoring Inspection Report and submit no later than **September 30, 2019**.
- Please do not fill in any information in the **orange boxes**; this space is for Ministry of Education use only.
- Please attach a copy of the School's Teacher Certification Branch's Certificate Verification Response file, dated September 2019, that lists the School's teachers with their current certification.
- Unless the school facility has undergone major construction since the last External Evaluation, the School is only required to update the Municipal Compliance Letter once every six years.

## Submitting this Report Template:

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

"<School Code> MI Report for <School Name>"

Email the completed Word document to the Independent Schools and International Education Branch at:

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

\*DEADLINE for SUBMISSION: September 30, 2019\*

Ver. 190716



## Principal (Head of School)'s Declaration and Approval

- |                                      |                  |
|--------------------------------------|------------------|
| a) Principal (Head of School) Name:  | Galyna Volyanska |
| b) Phone Number (and extension)      | 604-687-8021     |
| c) B.C. Teacher Certification Number | L163946          |

I, the Principal (Head of School), acknowledge that by checking the box, I certify that the information in this Monitoring Inspection Report is, to the best of my knowledge and understanding, complete and correct. The answers provided throughout this Report reflect the current status of the programs, operations, administration and staffing at the school.

The Principal (Head of School) will have available for the Inspection Team copies of (a) the most recent inspection (EEC or MI) with its accompanying Ministry cover letter and (b) a copy of the School's official response.

☒ I agree ☐ I disagree

### For Ministry Use Only

Date(s) of Monitoring Inspection:  
February 25, 2020

Ministry Inspector:  
Henry Contant

Date(s) of most recent inspection  
(Monitoring or External Evaluation):  
January 23, 2018

Certificate Expiry Date:  
June 30, 2022

Recommend current Group Classification:

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

Comment:

Group Two: (K-12)

Representative(s) Present for the School

Galyna Volyanska- Principal (Head of School)  
Alison Boomer- Junior School Principal  
Douglas Tam- Senior School Principal



## Section 01: School Information

a) School Name:	THE WESTSIDE SCHOOL
b) Ministry School Number:	3996724
c) School Address:	788 BEATTY ST
d) City/Town:	Vancouver
e) Postal Code:	V6B2M1
f) School Mailing Address (if different):	303 – 788 BEATTY ST
g) Website Address (if applicable):	www.thewestsideschools.ca
h) School Contact E-mail:	info@thewestsideschools.ca
i) School Phone Number:	604-687-8021
j) Principal:	Galyna Volyanska
k) Principal E-mail (if different from School Contact E-mail):	galyna.volyanska@thewestsideschools.ca
l) Group Classification:	<input type="checkbox"/> Group 1 <input type="checkbox"/> Group 3 <input checked="" type="checkbox"/> Group 2 <input type="checkbox"/> Group 4

The school complies 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.

☒ Yes

☐ No

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Ministry  
Use Only**

☒ 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.

☒ Yes

☐ No

☒ Yes

☐ No



## 1.01: School Authority Information

## For Ministry Use Only

## a) School Authority Name:

Westside Preparatory Society (S-49075)

☒ Yes☐ No

## b) Head of the School's Authority:

Jian Jin- Board Chair

☒ Yes☐ No

## c) Official School Ministry Code:

Authority #527

☒ Yes☐ No

## d) Please indicate under which your School Authority is incorporated:

☒ Societies Act

Note: Certificate of good standing from the B.C. Registry Services to be made available during inspection

Date of last Annual Report: July 9, 2019

☒ Yes☐ No☐ Business Corporation Act

Note: Certificate of good standing from the B.C. Registry Services to be made available during inspection

Date of last Annual Report: Click or tap to enter a date.

☐ Yes☐ No☐ Order in Council (Authority Designation) or Private Act

Name of Act (if applicable): Click here to enter text.

☐ Yes☐ No

## 1.02: Student Enrolment

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

## For Ministry Use Only

## a) Elementary

Kinder garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (A)
38	39	37	36	26	307	32	29	Click Here.	267

☒ Yes☐ No

## b) Secondary

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)
30	23	16	22	32	123

☒ Yes☐ No

## c) Total Students

Total  
(A+B)

390

☒ Yes☐ No

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





d) <u>International Students</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total Number Enrolled:	76	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
e) <u>English Language Learners</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total Number Enrolled:	13	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
f) <u>Non-Graduated Adult Learners</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total Number Enrolled:	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
g) <u>Graduated Adult Learners</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total Number Enrolled:	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
h) <u>Special Education Students</u> (including K,P,Q,R designations)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total Number Enrolled:	25	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
i) <u>First Nations Students</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total Number Enrolled:	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.03: Recent Changes

Outline the changes, if any, which have been made in educational programs, facilities, school leadership, and governance structure since the most recent inspection (EEC/MI)

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**a) Educational program changes:**

Full implementation of the BC redesigned curriculum K-12

☒ Yes ☐ No

**b) Facility changes:**

Addition of Gym space.

☒ Yes ☐ No

**c) School Leadership (administration):**

Galyna Volyanska, Principal & Head of School

Alison Boomer, Junior School Principal

Douglas Tam, Senior School Principal

☒ Yes ☐ No

**d) School Governance (Authority/Board):**

Chris Jin has been appointed a Chairman and Amanda Da Silva a CEO.

☒ Yes ☐ No

### 1.04: Additional Programs

- a) The School operates educational programs in addition to its Kindergarten - Grade 12 program (e.g., pre-school, adult education, summer programs, etc.).

☒ Yes ☐ No

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☒ Yes ☐ No

If Yes, describe below:

An after-school program, known in-house as SuperC, offers three streams of after-school clubs and activities. These streams are designed for Kindergarten, Grades 1-3, and Grades 4-7.



## 1.05: Additional Grades- Program Evaluation (if applicable)

**For Ministry  
Use Only**

- b) Has the School added any additional grades since the last school inspection? If so, describe and make all relevant curricular compliance instruments for the added grades available for review during this monitoring inspection.

☐ Yes ☒ No☐ Yes ☒ No

[Click here to enter text.](#)

### For Ministry Use Only

**Section 1: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

**Overall Section 1 Comments:**

The Inspector thanks The Westside School for its warm hospitality, active cooperation, and thorough preparedness for the inspection visit.

**(If applicable) Section 1.05: The Ministry Inspection confirms the added grade(s) and programs meet Ministry requirements and the following Grade range has been approved for certification:**

☐ Yes ☐ No

[Click here to enter text.](#)



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

### 2.01: School Building

**Note:**

- For all Group 1, 2 and 4 schools, there is no need to obtain an updated Municipal Compliance Letter for a monitoring inspection. Simply attach to this Monitoring Inspection Report submission a copy of the most recent Municipal Compliance letter (which was obtained within past 6 years) confirming there are no compliance-related concerns regarding the school facility and property.
- For First Nations on-reserve schools, the equivalent from Department of Indigenous Services Canada (DISC) or architect approval is acceptable. Band operated schools will need to confirm compliance with AAND Asset Condition Reporting System (ACRS) within the past three years.
- A recent copy of an Occupancy Permit or equivalent is required if the school has constructed a new building or completed substantial building changes or additions since the school's last External Evaluation.

**For Ministry  
Use Only**

a) Name of local municipal government or regional district:

Vancouver, Downtown

☒ Yes ☐ No

b) The local municipal government compliance letter is attached to this submission electronically.

☒ Yes ☐ No

☒ Yes ☐ No

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

☒ Yes ☐ No

☒ Yes ☐ No

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

☒ Yes ☐ No

☒ Yes ☐ No

### 2.02: Maintenance and Safety

a) Regular maintenance and safety check procedures are in place for buildings, school grounds, playgrounds, and perimeter grounds.

☒ Yes ☐ No

☒ Yes ☐ No

b) Alarms, fire extinguishers and safety equipment are regularly inspected and serviced.

☒ Yes ☐ No

☒ Yes ☐ No

Date of last inspection service: September 27, 2019

**For Ministry Use Only****Section 2: The School is in compliance with this Section of the Report.**☒ Yes ☐ No**Comments:**

Given the fact that The Westside School is housed within several commercial buildings in the heart of urban Vancouver (Terry Fox Plaza), the School does not have a playground or playing fields to supervise. The Inspector confirms that appropriate safety measures are in place in terms of building security and monitoring of school entrances/exits at each of the 3 campuses.

The School is commended for its well-maintained school facility allowing education to be provided in creative and defined learning spaces. The inspector observed classroom environments that were purposeful and conducive to learning.

## Section 03: Education Philosophy and Practices

**a) Briefly describe the school's educational philosophy:**

The Westside Schools' vision is of a school that re-imagines learning for a changing world, is a place of happy excellence, and a leader in learning.

All our students are provided every support necessary to flourish and succeed, so that when they graduate, they will be ready for the next stage in life.

They will have a choice of futures, the integrity to choose the right one, the work ethic to create the path to the future they choose, and the support of their school forever.

We aim to be a physically and psychologically safe learning community of creative, joyful, passionate learners who engage in courageous and innovative thinking.

We aim to develop the professional capabilities of our teachers to enable the best learning in our students. We expect our students to work hard and to participate in a wide range of activities.

We expect them to become academically capable, artistically aware, athletically adept, and personally responsible.

We will create and nurture the conditions for our students to develop an understanding of their world and how it works; of themselves, their capabilities, and their aptitudes; and of the way to lead a productive, happy life.

☒ Yes ☐ No**For Ministry Use Only****Section 3: The School's educational philosophy statement is consistent with the requirements of Section 1 of the Schedule of the *Independent School Act*.**☒ Yes ☐ No**Comments:**



The Inspector observed the School committed to fulfilling its stated Mission and Vision within the framework of a K-12 urban, independent school community.



## Section 04: School Administration

### 4.01: Principal

- a) Administrative time allocated is sufficient to enable the principal to fulfil administrative duties. If No, describe below:

☒ Yes☐ No☒ Yes☐ No

[Click here to enter text.](#)

### Section 4.02-4.03: The School has written policies/procedures pertaining to:

**Permanent Student Record:** Indicate if the following record information is current and complete, according to Student Records: Requirements and Best Practice Guidelines for Independent Schools:

Requirements	School Declaration	Ministry Verification	Ministry Comments
<ul style="list-style-type: none"> <li>Legal Alert (court orders, name change, etc.) or Medical Alert (epilepsy, anaphylaxis, etc.) boxes checked off, related inclusions referenced in the inclusion section</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Legal name (with photocopied proof in student file)</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Emergency contact numbers</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Official names of parents/guardians with home and work contact information</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Verification that parent/guardian is (a) legally in Canada and (b) ordinarily resident in British Columbia (Note: this is not applicable to Group 4 schools.)</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Permanent Student Record files (or data systems) and inclusions stored safely</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li><u>Homeschooled children</u> are registered on Permanent Student Records (Form 1704), listed as homeschooler in inclusions, and assigned a PEN number</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The School has no registered homeschooled students.

**For Ministry Use Only****Section 4.01 – 4.03: The School is in compliance with this Section of the Report.**☒ Yes☐ No**Comments:**

The Westside School does not register students that are homeschooled. (Section 4.04)

**4.04: Financial Information (Group 1 and 2 Schools Only)**

The School has provided evidence of its charitable or not-for-profit status as per Section 4(1)(a) of the Independent School Act by filing with Canada Revenue Agency within six months of the most recent fiscal year-end through submission of:.

☒ annual information return (Form T3010) or☒ Yes☐ No☒ Not-for-Profit tax return (Form T1044) or Form T2 (if incorporated)☒ Yes☐ No**For Ministry Use Only****Section 4.04: The School is in compliance with this Section of the Report.**☒ Yes☐ No**Comments:**

*Click here to enter text.*



## Section 05: Policies and Procedures

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

Requirements	School Declaration		Ministry Verification		Ministry Comments
▪ <b>Communication (Staff/Student/Parent Handbooks)</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Student Discipline Policy</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Anaphylaxis Policy</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Child Abuse Reporting</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Appointed School Official (ASO)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
					<a href="#">Click here to enter text.</a>
					<a href="#">Click here to enter text.</a>
• Alternate Appointed School Official (AASO)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	The School is encouraged to update its Child Abuse reporting policy and protocol in light of the most recent BC Handbook for Action on Child Abuse and Neglect to ensure that the specific role of the Alternate Appointed School Official (AASO) has been officially identified and understood by staff.
▪ <b>Student Records Policy</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• PSR and inclusions stored safely	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• 55-year retention for PSR	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Protection of Privacy Policy</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Emergency Response Plan</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<b>Emergency Drills Policies</b>					
• Fire drills (recommended 6/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Earthquake drills (recommended 3/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Lockdown drills (recommended 2/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Appeals Policy</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Include the role of the Association Ombudsperson as a final step in the Appeals Process	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	The School needs to amend its Appeals Policy to include a reference to the role of the FISA appointed Association Ombudsperson.
▪ <b>Student Supervision Policy (before, during, after school)</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ <b>Anti-smoking policies (including prohibition of vapour products)</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<b>Field Trip (Student Safety) Policy</b>					
• 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	<a href="#">Click here to enter text.</a>
• 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	<a href="#">Click here to enter text.</a>





#### Harassment and Bullying Prevention (H&BP)

- Policy aligns with H&BP Order (includes all 5 elements)
- Skills teaching is integrated into education program

☒ Yes ☐ No

☒ Yes ☐ No

☒ Yes ☐ No

☒ Yes ☐ No

☒ Yes ☐ No

☒ Yes ☐ No

[Click here to enter text.](#)
[Click here to enter text.](#)

The School is encouraged to develop a document that clearly shows where Harassment and Bullying Prevention is integrated within the Grade K-12 curriculum.

#### Principal / Teacher Evaluation Policy

☒ Yes ☐ No

☒ Yes ☐ No

[Click here to enter text.](#)

#### Graduation Program specific policies (if applicable)

- School Completion
- External Credits
- Challenge/Equivalency
- Independent Direct Students (IDS)
- Distributed Learning
- Dual Credits

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☐ Yes ☐ No ☒ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☐ Yes ☐ No ☒ N/A

☒ Yes ☐ No ☐ N/A

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#### Educational Resource Policy and appeal process

☒ Yes ☐ No

☒ Yes ☐ No

[Click here to enter text.](#)

#### Transportation Safety Policy (if applicable):

- Safety Procedures & Bus Evacuation Drills

☐ Yes ☐ No ☒ N/A

☐ Yes ☐ No ☒ N/A

[Click here to enter text.](#)

#### Water Testing

- Most recent test conducted according to school policy (at least every three years)?
- Mitigations (if any) addressed

☒ Yes ☐ No

☒ Yes ☐ No

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

☐ Yes ☐ No ☒ N/A

[Click here to enter text.](#)

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

**For Ministry  
Use Only**

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., Include: *Second Step*, *Virtues Program*, *Friends*, conflict resolution, etc.)

☒ Yes ☐ No

☒ Yes ☐ No

### ERASE STRATEGY TRAINING (Erase Bullying Programs)

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

Please note:

- Minimum two people, one of which must be the Primary Safe School Coordinator (principal).
- Training must have been taken within the past 3 years (Training completed in 2017/18 will be current until the end of the 2019/20 school year).

a) Primary Safe School Coordinator (principal)

☒ Yes ☐ No



Date completed: March 12, 2019

☒ Yes ☐ No

AND

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

i. Additional Safe School Coordinator at the School

Date completed: March 12, 2019

☒ Yes☐ No☒ 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☐ Yes☐ No**2. Basic Digital Threat Assessment (Basic DTA)**

Please note:

- The school must have access to at least one person who can support the school in Digital Threat Assessment.
- Training must have been taken within the past 3 years (Training completed in 2017/18 will be current until the end of the 2019/20 school year).

a) Primary Safe School Coordinator (principal)

Date completed: April 17, 2018

☒ Yes☒ No☒ Yes☐ No

OR

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

i. Additional Safe School Coordinator at the School

Date completed: February 1, 2018

☒ Yes☐ No☒ Yes☐ No

ii. Another Safe School Coordinator within the School Authority

Date completed: April 17, 2018

☐ 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☐ Yes☐ No**For Ministry Use Only****Section 5: The School is in compliance with this Section of the Report.**☒ Yes ☐ No**Comments:**



*Click here to enter text.*

The School is encouraged to update its Child Abuse reporting policy and protocol in the light of the most recent B.C. Handbook for Action on Child Abuse and Neglect to ensure that the specific role of the Alternate Appointed School Official (AASO) have been officially identified and understood by staff.

The School is encouraged to develop a document to demonstrate where the School intentionally incorporates into the curriculum the teaching of Harassment and Bullying Prevention strategies and skills. (Section 5.01)

**Policy:** The School is required to amend its Appeals Policy to include reference to the role of a FISA recommended Ombudsperson as part of the Appeal process. (Section 5.01)



## Section 06: Teacher Certification, Evaluation, and Professional Development

### 6.01: Certification of Teachers

All teachers (including Principal/Head of School) at Group 1, 2 and 4 schools must hold a valid British Columbia teaching credential issued by the [British Columbia Teacher Certification Branch \(TCB\)](#). **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 within two weeks of the Monitoring Inspection.**

Teachers are responsible for the educational program of each student assigned to them, including responsibility for: instructional planning and delivery, student evaluation and assessment, and report-card writing and communication with parents.

Types of Certification	Number	For Ministry Use Only	
a) Certificate of Qualification (COQ) Certification	48	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) Independent School (IS) Certification	6	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
c) Number of teachers for whom the authority has a current Letter of Permission (LOP)	1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
d) Number of teachers still in application process with Teacher Certification Branch	4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>TOTAL:</b>	59	<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 and, if teaching under an SR or SSR certificate, are teaching in the appropriate domains.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) All non-teaching support staff employed at the School working with children or students during their employment have current (no more than five years old) and valid criminal record checks on file under the Criminal Record Review Act completed through the Ministry of Public Safety and Solicitor General.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
c) Any teachers who are currently employed by the School Authority and whose certification applications are still being processed by the TCB, have: <ul style="list-style-type: none"> <li>i. proof on file with the School that all required documents have been submitted to the TCB, and</li> <li>ii. have separate Criminal Record Checks cleared by the Ministry of Public Safety and Solicitor General.</li> </ul>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
d) The School Authority confirms compliance with the above declaration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Name: Galyna Volyanska	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Position: Head of School	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**For Ministry Use Only**

**Section 6.01 – 6.02 + Appendices A & B: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

**Comments:**

*Click here to enter text.*

## 6.03: Professional Development

a) Number of professional development days per year  ☒ Yes ☐ No

b) Describe how School's applicable student performance data (Foundations Skills Assessment / Numeracy and Literacy Assessment Results, School Completion rates) inform professional development opportunities at the School:

The results are used for comparing how our school performs relative to other independent schools and public schools in the province. We use the performance standards that measure students' achievements to re-evaluate our teaching and to identify areas of strength and areas that need improvement. We dedicate time throughout the school year to prepare and help both teachers and students understand these assessments.

☒ Yes ☐ No

## 6.04: Teacher and Principal Evaluation

a) Are teacher and principal performance evaluations conducted according to school policy frequency?

☒ Yes ☐ No

☒ Yes ☐ No

**For Ministry Use Only**

**Section 6.03 – 6.04: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

**Comments:**

*Click here to enter text.*



## Section 07: Educational Program: Curriculum and Instruction

### 7.01: Instructional Time Requirements

As per ES-Audit FAQs, you may count hours of attendance toward annual instructional hours for scheduled student examination days, learning activity days, school community involvement days, and school days closed due to inclement weather; however, you may not count instructional hours for professional days, statutory holidays, school holidays, or recess/lunch times.

September to June	Hours	Proposed Number of Days in Session	Proposed Hours Per Year	For Ministry Use Only	
a) Full day Kindergarten	850 hours	178	1157	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) 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
c) Grades 1-12	850 hours	178	1157	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

#### For Ministry Use Only

**Section 7.01: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

#### Comments:

[Click here to enter text.](#)

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

#### 7.03a: First Nations Programs

- If the School enrolls First Nations students, does it offer any First Nations educational programs.

☐ Yes ☒ No ☐ N/A ☐ Yes ☒ No ☐ N/A

#### 7.03b: International program Policy and Procedures

- The School enrolls international or out-of-province students.  
If No, skip remainder of Section 7.03b.

☒ Yes ☐ No ☐ N/A ☒ Yes ☐ No ☐ N/A

- The School applies the ministry's [International Student Graduation Credit Policy](#) to determine equivalency credits for international students.

☒ Yes ☐ No ☒ Yes ☐ No

- The School (or its agents) comply with the 2018 [Homestay Guidelines](#) when hosting international students.

☒ Yes ☐ No ☒ Yes ☐ No

**7.03c: Special Education Programs**

- Are Special Education services part of the program at the School?  
If No, skip remainder of section 7.03c
- Evidence that the School has developed a Special Education policy?
- Evidence that the School has established an overall special education budget (not intended to be a per student budget)?
- Evidence that the School's special education programs and services align with the Ministry's Special Education Services, Manual of Policies, Procedures and Guidelines?
- Evidence the School's special education policy includes services for high incidence special needs students (Categories K, P, Q and R) and, if applicable, reports these codes on 1701 this year?
- Evidence for the students reported on 1701 in a special needs category, the school has an Individual Educational Plan (IEP)?
- Evidence Individual Education Plans (IEPs) are reviewed at least once a year?
- Evidence the parents have been consulted on IEP development (including signed Special Education Funding: Parent/Guardian Confirmation Form)?

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

If the School offers a graduation program:

- the School has developed policy to support offering the School Completion/Evergreen Certificate to students on modified programs?
- Grade 10-12 IEPs show evidence of transition planning?

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No
**7.03d: Skills, Trades, and Careers**

- If the school offers grades 10-12, it supports student access to opportunities relating to skills, trades and career programs at the secondary level (events / courses / programs / partnerships, Maker Days, Yes2It, WEX, Skills Exploration 10-12, ITA Programs, etc.)

☒ Yes   ☐ No   ☒ Yes   ☐ No
**For Ministry Use Only**

**Section 7.03a – 7.03c, 7.03g: The School is in compliance with this Section of the Report.**   ☒ Yes   ☐ No

**Comments:**

*Click here to enter text.*



## 7.04: K-3 Primary Program

- a) Does the School offer a Primary Program?  
Complete the Appropriate Sections of Appendix C: Education Programs for K-3.

☒ Yes ☐ No ☒ Yes ☐ No

### For Ministry Use Only

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

☒ Yes ☐ No

#### Comments - including Appendix C (K-1, 2-3):

The School's Primary (K-3) Program curriculum planning documentation was shared with the inspector.

## 7.05: Intermediate Program Grade 4 to 9

- a) Does the School offer an Intermediate Program?  
Complete the Appropriate Sections of Appendix C: Education Programs for Grades 4-9

☒ Yes ☐ No ☒ Yes ☐ No

### For Ministry Use Only

**Section 7.05 + Appendix C (4-5, 6-7, 8-9): The School's Intermediate Program (4-9) overall planning and classroom practice provides evidence that the Ministry's 4-9 curriculum is being delivered according to the Educational Standards Order and Ministerial requirements.**

☒ Yes ☐ No

#### Comments - including Appendix C (4-5,6-7,8-9):

The School's Intermediate (4-9) Program curriculum planning documentation was shared with the inspector.





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

- a) Does the School offer the Graduation Program?

Please complete Appendix C: Grades 10, 11, and 12.

☒ Yes ☐ No ☒ Yes ☐ No

- b) Does the School provide all students a sufficient number and selection of courses to enable each student to meet the 28 elective credit requirements for graduation set out in Ministerial Order 302/04, the Graduation Program Order

☒ Yes ☐ No ☒ Yes ☐ No

### 7.06a Program Details

#### Board/Authority Authorized (BAA) Courses

- All Grade 10-12 BAA courses developed according to the new [BAA Framework Template](#).
- 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). And please have all BAA Course Templates available for review and signing by inspection team.

☒ Yes ☐ No ☒ Yes ☐ No

Add more rows to the table by clicking on table for the "+" button.

Course Title	Ministry Code	Authority Approval Date
ELL Bridging Level 1 10A	YESFLOA	2019-08-27
ELL Bridging Level 2 10B	YESFLOB	2019-05-13
ELL Bridging Level 3 11A	YESFL1A	2019-04-23
ELL Bridging Level 4 11B	YESFL1B	2019-03-27
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click or tap to enter a date.</i>

☒ Yes ☐ No

Please forward the BAA Course Form, once signed by all three parties, to the Ministry. Send completed form to the Student Certification Branch. If possible, confirm this has been done at the time of the inspection and email to [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca).

The School's BAA courses comply with following standard BAA course requirements:

- BAA courses that are sequential have unique curricular components and do NOT repeat educational content, nor modify, bridge, or remediate provincial curriculum.
- BAA course titles reflect the content of the course, include Grade 10, 11, or 12 in the course name, and do not share names with Ministry developed courses.

☒ Yes ☐ No ☒ Yes ☐ No

☒ Yes ☐ No ☒ Yes ☐ No



- BAA courses have adequate hours of instruction to warrant associated course credits.
- ELL BAA courses meet Ministry requirement to support students in acquiring proficiency in the English language and understanding of Canadian culture.
- New/revised BAA courses do not significantly overlap provincial curricula content (but may overlap Big Ideas and Curricular Competencies).

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

**For Ministry Use Only**

**Section 7.06 + Appendix C (10, 11, 12): The School's Graduation Program (Grades 10-12) overall curricular compliance documentation, planning, and classroom practice provides evidence that the Ministry's Graduation Program is being delivered according to the Educational Standards Order and Ministerial requirements.**

☒ Yes   ☐ No

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

The School's Graduation Program (10-12) curriculum planning documentation was shared with the inspector.



## Section 08: Report Summary

### *For Ministry Use Only*

#### **Comments**

The School is commended for its well-maintained school facility allowing education to be provided in creative and defined learning spaces. The inspector observed classroom environments that were purposeful and conducive to learning throughout the three campuses.

The Inspector observed the School committed to fulfilling its stated Mission and Vision within the framework of a K-12 urban, independent school community.

#### **Statutory Follow-Up Requirements**

☐ Yes ☒ No

No requirements

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

Click or tap to enter a date four weeks after visit.

#### **Policy Issues Follow-Up Requirements:**

☒ Yes ☐ No

**Policy:** The School is required to amend its Appeals Policy to include reference to the role of a FISA recommended Ombudsperson as part of the Appeal process. (Section 5.01)

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

April 7, 2020



[illegible]







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

### Curricular Compliance Grid – Grade K-1

School offering grades K and/or 1?	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1		
LEARNING AREAS/SUBJECT CURRICULA	K	1	K	1
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following learning areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
<b>Applied, Design, Skills and Technologies</b> – Intentional cross-curricular delivery	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Career Education</b> – 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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Locally Developed Courses</b> – Incorporate updated curriculum design	Click	Click	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N





ASSESSMENT				
<b>Formative-Summative Assessment</b> – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment</b> – Evidence that students participate in self-assessment of core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
COMMUNICATING STUDENT LEARNING				
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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

### Curricular Compliance Grid – Grade 2-3

School offering grades 2 and/or 3?	<input checked="" type="checkbox"/> 2		<input checked="" type="checkbox"/> 3	
LEARNING AREAS/SUBJECT CURRICULA	2	3	2	3
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following learning areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
<b>Applied, Design, Skills and Technologies</b> – Intentional cross-curricular delivery	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Career Education</b> – 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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Locally Developed Courses</b> – Incorporate updated curriculum design	Click	Click	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



ACROSS THE CURRICULUM				
<b>First Peoples Principles of Learning</b> – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
ASSESSMENT				
<b>Formative-Summative Assessment</b> – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment</b> – Evidence that students participate in self-assessment of core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
COMMUNICATING STUDENT LEARNING				
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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

### Curricular Compliance Grid – Grade 4-5

School offering grades 4 and/or 5?	<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5			
LEARNING AREAS/SUBJECT CURRICULA	4	5	4	5
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
<b>Applied, Design, Skills and Technologies</b> - Curricular Competencies in Grades 4-5 in ADST are combined with grade-level content from other areas of learning in cross-curricular activities	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b> – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



<b>Career Education</b> – 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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core French or Second Language</b> (Note: optional in grade 4)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical and Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Locally Developed Courses</b> – based on updated curriculum design	<a href="#">Click</a>	<a href="#">Click</a>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – There is evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment</b> – Evidence that students self-assess core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>COMMUNICATING STUDENT LEARNING</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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



## Curricular Compliance Grid – Grade 6-7

School offering grades 6 and/or 7?	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7			
LEARNING AREAS/SUBJECT CURRICULA	6	7	6	7
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
Mathematics	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Social Studies	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Science	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
English Language Arts	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Core French or Second Language (Note: required)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Arts Education – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Physical Health Education	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Applied, Design, Skills and Technologies – Minimum of 3 Ministry or locally developed modules in each grade 6 and 7 that use the Ministry ADST curricular competencies for these grades.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Locally Developed Courses – based on updated curriculum design	Click	Click	<input type="checkbox"/> Y <input type="checkbox"/> N	<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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
First Peoples Principles of Learning – There is evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Core Competencies – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ASSESSMENT</b>				
Formative-Summative Assessment – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



<b>Core Competency Student Self-Assessment</b> – Evidence that students self-assess core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>COMMUNICATING STUDENT LEARNING</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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

### Curricular Compliance Grid – Grade 8-9

<b>School offering grades 8 and/or 9?</b>	<input checked="" type="checkbox"/> 8		<input checked="" type="checkbox"/> 9	
<b>LEARNING AREAS/SUBJECT CURRICULA</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	<b>School indicates Y/N or INT</b>		<b>Ministry Inspection Y/N</b>	
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core French or Second Language</b> (Note: required in grade 8, optional in grade 9)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b> – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Applied, Design, Skills and Technologies</b> – 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



<b>Locally Developed Courses</b> – based on updated curriculum design	<a href="#">Click</a>	<a href="#">Click</a>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Career Education</b> – 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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competencies</b> – ongoing part of all activities / teaching strategies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment Core Competencies</b> – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>COMMUNICATING STUDENT LEARNING</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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



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

School offering grade 10?			<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
LEARNING AREAS/SUBJECT CURRICULA			10	10	
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review. If course not offered, leave blank.			School indicates Y/N, INT or blank (if not offered)	Ministry Inspection Y/N	
Mathematics	Foundations of Mathematics & Pre-Calculus 10		Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	Workplace Mathematics 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
Social Studies 10			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
Science 10			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
English Language Arts – composite of two courses	Composition 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Creative Writing 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Literary Studies 10		Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	New Media 10		Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	Spoken Language 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP – Writing 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP – Literary Studies 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP - New Media 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP - Spoken Language 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
Core French or other Second Language		French	Y	<input type="checkbox"/> Y	<input type="checkbox"/> N
Arts Education	Dance 10	Dance Choreography 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Company 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Foundations 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Technique & Performance 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Drama 10	Drama 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Theatre Company 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Theatre Production 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Music 10	Choral Music 10 (Concert Choir, Chamber Choir, Vocal Jazz)	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N



		Contemporary Music 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Instrumental Music 10 (Concert Band, Orchestra, Jazz Band, Guitar)	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Visual Arts 10	Arts Studio 10	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		Photography 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Studio Arts 2D 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Studio Arts 3D 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Cross-disciplinary & Interdisciplinary Arts 10	Media Arts 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Musical Theatre 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
Applied Design, Skills, Technologies	Business Education 10	Entrepreneurship and marketing 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Home Economics & Culinary Arts	Culinary Arts 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Family & Society 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Food Studies 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Textiles 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Information & Communications Technology (ICT)	Computer Studies 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Media Design 10	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		Web Development 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Technology Education	Drafting 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Electronics & Robotics 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Metalwork 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Power Technology 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Technology Explorations 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Woodwork 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
Physical and Health Education 10			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
BAA courses		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
Career Education 10		Career Life Education	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N





	<b>Career Life Connections</b>	<i>Click</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
<b>INTENTIONALLY INCORPORATED IN GRADE 10 CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards.	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>Core Competencies</b> – Evidence that Core Competencies are an intentional and ongoing part of the students' educational program.	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>Core Competency Student Self-Assessment</b> – There is evidence that students continue to meaningfully engage with Core Competency self-assessment.	Y	<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.	Y	<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.	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	

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

<b>School offering grade 11?</b>		<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
<b>LEARNING AREAS/SUBJECT CURRICULA</b>		<b>11</b>	<b>11</b>	
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection to determine their state of development and implementation. If course not offered, leave blank.  Curricular Planning Instruments are: Inadequate (= fail to demonstrate curricular compliance), Developing (= reflect curriculum but require further development), or Fully implemented (= clearly reflective of the curriculum for the entire course).		<b>School indicates I, D, F, INT or blank (if not offered)</b>	<b>Ministry Inspection</b>  (I)nadequate, (D)eveloping, or (F)ull implementation  <b>I/D/F</b>	
<b>Mathematics 11</b>	<b>Foundations of Mathematics 11</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D <input checked="" type="checkbox"/> F
	<b>Pre-Calculus 11</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D <input checked="" type="checkbox"/> F



		Workplace Mathematics 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		History of Mathematics 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Computer Science 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Social Studies 11		Explorations in Social Studies 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Francophone History 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Science 11		Chemistry 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Earth Sciences 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Environmental Science 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Life Science 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Physics 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Science for Citizens 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
English Language Arts 11		Composition 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Creative Writing 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Literary Studies 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		New Media 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Spoken Language 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		EFP – Lit. Studies & Writing 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		EFP – Lit. Studies & New Media 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		EFP – Lit. Studies & Spoken Language 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Languages 11 (Core French, Introductory level, or other Language)		French	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Arts Education	Dance 11	Dance Choreography 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Company 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Conditioning 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Foundations 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Techniques & Performance 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Drama 11	Directing & Script Development 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drama 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Film & Television 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Theatre Company 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



	Music 11	Theatre Production 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Choral Music 11 (Concert Choir, Chamber choir, Vocal Jazz)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Composition & Production 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Contemporary Music 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Instrumental Music 11 (concert Band, Orchestra, Jazz Band, Guitar)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Visual Arts 11	Arts Studio 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Graphic Arts 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Photography 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 2D 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 3D 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Cross-disciplinary Arts 11	Media Arts 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Musical Theatre 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Applied Design, Skills, and Technologies 11	Business Education	Accounting 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Marketing 7 Promotion 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Tourism 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Home Economics and Culinary Arts	Culinary Arts 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Food Studies 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Interpersonal & Family Rel'ships 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Textiles 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Information & Communication Technology (ICT)	Computer Information Systems 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Computer Programming 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Digital Communications 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Graphic Production 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Media design 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	Technology Education	Automotive Technology 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drafting 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Electronics 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Engineering 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Metalwork 11	<a href="#">Click</a>	<input checked="" type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



		<b>Robotics 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Woodwork 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Physical and Health Education 11</b>		<b>Active Living 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Fitness &amp; Conditioning 11</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>Outdoor Education 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>BAA 11 courses</b>		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Career Education</b> – leave blank if only offered at Grade 12 level		<b>Career Life Education (CLE)</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Career Life Connections (CLC) (Capstone Project)</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Additional Offerings</b>		<b>Youth work in Trades 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>INTENTIONALLY INCORPORATED IN GRADE 11 CURRICULUM</b>						
<b>First Peoples Principles of Learning</b> – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Core Competencies</b> – Evidence that Core Competencies are an intentional and ongoing part of the students' educational program.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>ASSESSMENT</b>						
<b>Formative-Summative Assessment</b> – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Core Competency Student Self-Assessment</b> – There is evidence that students continue to meaningfully engage with Core Competency self-assessment.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<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.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Students are provided with information that is meaningful to them and helps them improve their learning.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).			Y		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N

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

School offering grade 12?		<input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
LEARNING AREAS/SUBJECT CURRICULA		12	12		
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection to determine their state of development and implementation. If course not offered, leave blank.  Curricular Planning Instruments are: Inadequate (= fail to demonstrate curricular compliance), Developing (= reflect curriculum but require further development), or Fully implemented (= clearly reflective of the curriculum for the entire course).		<b>School indicates</b> <b>I, D, F, INT or blank</b> <b>(if not offered)</b>	<b>Ministry Inspection</b> <b>(I)nadequate, (D)eveloping, or (F)ull implementation</b>  <b>I/D/F</b>		
<b>Mathematics 12</b>	<b>Apprenticeship Mathematics 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Calculus 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Computer Science 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Foundations of Mathematics 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Geometry 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Pre-Calculus 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Statistics 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Social Studies 12</b>	<b>20<sup>th</sup> Century World History 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Asian Studies 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>BC First Peoples 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Comparative Cultures 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Comparative World Religions 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Contemporary Indigenous Studies 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Economic Theory 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Genocide Studies 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Human Geography 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Law Studies 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Philosophy 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Political Studies 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Physical Geography 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



		Social Justice 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Urban Studies 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Science 12		Anatomy & Physiology 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Chemistry 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Environmental Science 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Geology 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Physics 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Specialized Science 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		English Language Arts 12		English Studies 12 (required)	F	<input type="checkbox"/> I
English First Peoples 12 (also meets required)	<a href="#">Click</a>			<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Composition 12	<a href="#">Click</a>			<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Creative Writing 12	<a href="#">Click</a>			<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Literary Studies 12	<a href="#">Click</a>			<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
New Media 12	<a href="#">Click</a>			<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Spoken Language 12	<a href="#">Click</a>			<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Languages (Core French or other Language)		French	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Arts Education	Dance 12	Dance Choreography 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Company 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Conditioning 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Foundations 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Techniques & Performance 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Drama 12	Directing & Script Development 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drama 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Film & Television 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Theatre Company 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Theatre Production 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Music 12	Choral Music 12 (Concert Choir, Chamber choir, Vocal Jazz)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Composition & Production 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



		Contemporary Music 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Instrumental Music 12 (concert Band, Orchestra, Jazz Band, Guitar)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Visual Arts 12	Arts Studio 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Graphic Arts 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Photography 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 2D 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 3D 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Cross-disciplinary Arts 12	Media Arts 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Musical Theatre 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Applied Design, Skills, and Technologies 12	Business Education	Accounting 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Business Computer Applications 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		E-Commerce 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Economics 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Entrepreneurship 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Financial Accounting 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Tourism 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Home Economics and Culinary Arts	Child Development & Caregiving 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Culinary Arts 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Fashion Industry 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Food Studies 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Housing & Living Environments 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Specialized Studies in Foods 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Textiles 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Information & Communications Technology (ICT)	Computer Information Systems 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Computer Programming 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Digital Media Development 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Graphic Production 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Media Design 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Art Metal & Jewelry 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



	Technology Education	Automotive Technology 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drafting 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Electronics 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Engine & Drivetrain 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Engineering 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Furniture & Cabinetry 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Industrial Coding & Design 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Machining & Welding 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Mechatronics 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Metalwork 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Remotely Operated Vehicles & Drones 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Robotics 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Woodwork 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Physical and Health Education 12	Active Living 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D
Fitness & Conditioning 12	F		<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
Outdoor Education 12	<a href="#">Click</a>		<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
BAA 12 courses	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
Career Education – leave blank if only offered at Grade 11 level	Career Life Education (CLE)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	Career Life Connections (CLC) (Capstone Project)	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
Additional Offerings	Work Experience 12A	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
	Work Experience 12B	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
	Youth Work in Trades 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
INTENTIONALLY INCORPORATED IN GRADE 12 CURRICULUM						
First Peoples Principles of Learning – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F





<b>Core Competencies</b> –Evidence that Core Competencies are an intentional and ongoing part of the students’ educational program and included in Capstone project.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Core Competency Student Self-Assessment</b> – This is an intentional part of the Capstone project.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<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.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Students are provided with information that is meaningful to them and helps them improve their learning.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N



# Group 1, 2, or 4 Monitoring Inspection Report for Brick & Mortar Independent Schools School Year 2019-20

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## For Schools:

- You are required to fill out this Monitoring Inspection Report and submit no later than **September 30, 2019**.
- Please do not fill in any information in the **orange boxes**; this space is for Ministry of Education use only.
- Please attach a copy of the School's Teacher Certification Branch's Certificate Verification Response file, dated September 2019, that lists the School's teachers with their current certification.
- Unless the school facility has undergone major construction since the last External Evaluation, the School is only required to update the Municipal Compliance Letter once every six years.

## Submitting this Report Template:

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

"<School Code> MI Report for <School Name>"

Email the completed Word document to the Independent Schools and International Education Branch at:

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

\*DEADLINE for SUBMISSION: September 30, 2019\*

Ver. 190716



## Principal (Head of School)'s Declaration and Approval

a) Principal (Head of School) Name:	Galyna Volyanska
b) Phone Number (and extension)	604-687-8021
c) B.C. Teacher Certification Number	L163946

I, the Principal (Head of School), acknowledge that by checking the box, I certify that the information in this Monitoring Inspection Report is, to the best of my knowledge and understanding, complete and correct. The answers provided throughout this Report reflect the current status of the programs, operations, administration and staffing at the school.

The Principal (Head of School) will have available for the Inspection Team copies of (a) the most recent inspection (EEC or MI) with its accompanying Ministry cover letter and (b) a copy of the School's official response.

☒ I agree ☐ I disagree

### For Ministry Use Only

Date(s) of Monitoring Inspection:  
February 25, 2020

Ministry Inspector:  
Henry Contant

Date(s) of most recent inspection  
(Monitoring or External Evaluation):  
January 23, 2018

Certificate Expiry Date:  
June 30, 2022

Recommend current Group Classification:

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

Comment:

Group Two: (K-12)

Representative(s) Present for the School

Galyna Volyanska- Principal (Head of School)  
Alison Boomer- Junior School Principal  
Douglas Tam- Senior School Principal



## Section 01: School Information

a) School Name:	THE WESTSIDE SCHOOL
b) Ministry School Number:	3996724
c) School Address:	788 BEATTY ST
d) City/Town:	Vancouver
e) Postal Code:	V6B2M1
f) School Mailing Address (if different):	303 – 788 BEATTY ST
g) Website Address (if applicable):	www.thewestsideschools.ca
h) School Contact E-mail:	info@thewestsideschools.ca
i) School Phone Number:	604-687-8021
j) Principal:	Galyna Volyanska
k) Principal E-mail (if different from School Contact E-mail):	galyna.volyanska@thewestsideschools.ca
l) Group Classification:	<input type="checkbox"/> Group 1 <input type="checkbox"/> Group 3 <input checked="" type="checkbox"/> Group 2 <input type="checkbox"/> Group 4

The school complies 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.

☒ Yes

☐ No

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Ministry  
Use Only**

☒ 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.

☒ Yes

☐ No

☒ Yes

☐ No



## 1.01: School Authority Information

## For Ministry Use Only

## a) School Authority Name:

Westside Preparatory Society (S-49075)

☒ Yes☐ No

## b) Head of the School's Authority:

Jian Jin- Board Chair

☒ Yes☐ No

## c) Official School Ministry Code:

Authority #527

☒ Yes☐ No

## d) Please indicate under which your School Authority is incorporated:

☒ Societies Act

Note: Certificate of good standing from the B.C. Registry Services to be made available during inspection

Date of last Annual Report: July 9, 2019

☒ Yes☐ No☐ Business Corporation Act

Note: Certificate of good standing from the B.C. Registry Services to be made available during inspection

Date of last Annual Report: Click or tap to enter a date.

☐ Yes☐ No☐ Order in Council (Authority Designation) or Private Act

Name of Act (if applicable): Click here to enter text.

☐ Yes☐ No

## 1.02: Student Enrolment

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

## For Ministry Use Only

## a) Elementary

Kinder garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (A)
38	39	37	36	26	307	32	29	Click Here.	267

☒ Yes☐ No

## b) Secondary

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)
30	23	16	22	32	123

☒ Yes☐ No

## c) Total Students

Total  
(A+B)

390

☒ Yes☐ No

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



d) <u>International Students</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total Number Enrolled:	76	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
e) <u>English Language Learners</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total Number Enrolled:	13	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
f) <u>Non-Graduated Adult Learners</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total Number Enrolled:	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
g) <u>Graduated Adult Learners</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total Number Enrolled:	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
h) <u>Special Education Students</u> (including K,P,Q,R designations)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total Number Enrolled:	25	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
i) <u>First Nations Students</u>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total Number Enrolled:	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 1.03: Recent Changes

Outline the changes, if any, which have been made in educational programs, facilities, school leadership, and governance structure since the most recent inspection (EEC/MI)

For Ministry  
Use Only

**a) Educational program changes:**

Full implementation of the BC redesigned curriculum K-12

☒ Yes ☐ No

**b) Facility changes:**

Addition of Gym space.

☒ Yes ☐ No

**c) School Leadership (administration):**

Galyna Volyanska, Principal & Head of School

Alison Boomer, Junior School Principal

Douglas Tam, Senior School Principal

☒ Yes ☐ No

**d) School Governance (Authority/Board):**

Chris Jin has been appointed a Chairman and Amanda Da Silva a CEO.

☒ Yes ☐ No

### 1.04: Additional Programs

- a) The School operates educational programs in addition to its Kindergarten - Grade 12 program (e.g., pre-school, adult education, summer programs, etc.).

☒ Yes ☐ No

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☒ Yes ☐ No

If Yes, describe below:

An after-school program, known in-house as SuperC, offers three streams of after-school clubs and activities. These streams are designed for Kindergarten, Grades 1-3, and Grades 4-7.



## 1.05: Additional Grades- Program Evaluation (if applicable)

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- b) Has the School added any additional grades since the last school inspection? If so, describe and make all relevant curricular compliance instruments for the added grades available for review during this monitoring inspection.

☐ Yes ☒ No☐ Yes ☒ No

*Click here to enter text.*

### For Ministry Use Only

**Section 1: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

**Overall Section 1 Comments:**

The Inspector thanks The Westside School for its warm hospitality, active cooperation, and thorough preparedness for the inspection visit.

**(If applicable) Section 1.05: The Ministry Inspection confirms the added grade(s) and programs meet Ministry requirements and the following Grade range has been approved for certification:**

☐ Yes ☐ No

*Click here to enter text.*



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

### 2.01: School Building

**Note:**

- For all Group 1, 2 and 4 schools, there is no need to obtain an updated Municipal Compliance Letter for a monitoring inspection. Simply attach to this Monitoring Inspection Report submission a copy of the most recent Municipal Compliance letter (which was obtained within past 6 years) confirming there are no compliance-related concerns regarding the school facility and property.
- For First Nations on-reserve schools, the equivalent from Department of Indigenous Services Canada (DISC) or architect approval is acceptable. Band operated schools will need to confirm compliance with AAND Asset Condition Reporting System (ACRS) within the past three years.
- A recent copy of an Occupancy Permit or equivalent is required if the school has constructed a new building or completed substantial building changes or additions since the school's last External Evaluation.

**For Ministry  
Use Only**

a) Name of local municipal government or regional district:

Vancouver, Downtown

☒ Yes ☐ No

b) The local municipal government compliance letter is attached to this submission electronically.

☒ Yes ☐ No

☒ Yes ☐ No

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

☒ Yes ☐ No

☒ Yes ☐ No

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

☒ Yes ☐ No

☒ Yes ☐ No

### 2.02: Maintenance and Safety

a) Regular maintenance and safety check procedures are in place for buildings, school grounds, playgrounds, and perimeter grounds.

☒ Yes ☐ No

☒ Yes ☐ No

b) Alarms, fire extinguishers and safety equipment are regularly inspected and serviced.

☒ Yes ☐ No

☒ Yes ☐ No

Date of last inspection service: September 27, 2019



**For Ministry Use Only****Section 2: The School is in compliance with this Section of the Report.**☒ Yes ☐ No**Comments:**

Given the fact that The Westside School is housed within several commercial buildings in the heart of urban Vancouver (Terry Fox Plaza), the School does not have a playground or playing fields to supervise. The Inspector confirms that appropriate safety measures are in place in terms of building security and monitoring of school entrances/exits at each of the 3 campuses.

The School is commended for its well-maintained school facility allowing education to be provided in creative and defined learning spaces. The inspector observed classroom environments that were purposeful and conducive to learning.

## Section 03: Education Philosophy and Practices

**a) Briefly describe the school's educational philosophy:**

The Westside Schools' vision is of a school that re-imagines learning for a changing world, is a place of happy excellence, and a leader in learning.

All our students are provided every support necessary to flourish and succeed, so that when they graduate, they will be ready for the next stage in life.

They will have a choice of futures, the integrity to choose the right one, the work ethic to create the path to the future they choose, and the support of their school forever.

We aim to be a physically and psychologically safe learning community of creative, joyful, passionate learners who engage in courageous and innovative thinking.

We aim to develop the professional capabilities of our teachers to enable the best learning in our students. We expect our students to work hard and to participate in a wide range of activities.

We expect them to become academically capable, artistically aware, athletically adept, and personally responsible.

We will create and nurture the conditions for our students to develop an understanding of their world and how it works; of themselves, their capabilities, and their aptitudes; and of the way to lead a productive, happy life.

☒ Yes ☐ No**For Ministry Use Only****Section 3: The School's educational philosophy statement is consistent with the requirements of Section 1 of the Schedule of the *Independent School Act*.**☒ Yes ☐ No**Comments:**



The Inspector observed the School committed to fulfilling its stated Mission and Vision within the framework of a K-12 urban, independent school community.



## Section 04: School Administration

### 4.01: Principal

- a) Administrative time allocated is sufficient to enable the principal to fulfil administrative duties. If No, describe below:

☒ Yes☐ No☒ Yes☐ No

[Click here to enter text.](#)

### Section 4.02-4.03: The School has written policies/procedures pertaining to:

**Permanent Student Record:** Indicate if the following record information is current and complete, according to Student Records: Requirements and Best Practice Guidelines for Independent Schools:

Requirements	School Declaration	Ministry Verification	Ministry Comments
<ul style="list-style-type: none"> <li>Legal Alert (court orders, name change, etc.) or Medical Alert (epilepsy, anaphylaxis, etc.) boxes checked off, related inclusions referenced in the inclusion section</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Legal name (with photocopied proof in student file)</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Emergency contact numbers</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Official names of parents/guardians with home and work contact information</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Verification that parent/guardian is (a) legally in Canada and (b) ordinarily resident in British Columbia (Note: this is not applicable to Group 4 schools.)</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li>Permanent Student Record files (or data systems) and inclusions stored safely</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<ul style="list-style-type: none"> <li><u>Homeschooled children</u> are registered on Permanent Student Records (Form 1704), listed as homeschooler in inclusions, and assigned a PEN number</li> </ul>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The School has no registered homeschooled students.

**For Ministry Use Only****Section 4.01 – 4.03: The School is in compliance with this Section of the Report.**☒ Yes☐ No**Comments:**

The Westside School does not register students that are homeschooled. (Section 4.04)

**4.04: Financial Information (Group 1 and 2 Schools Only)**

The School has provided evidence of its charitable or not-for-profit status as per [Section 4\(1\)\(a\) of the Independent School Act](#) by filing with Canada Revenue Agency within six months of the most recent fiscal year-end through submission of:.

☒ annual information return (Form T3010) or☒ Yes☐ No☒ Not-for-Profit tax return (Form T1044) or Form T2 (if incorporated)☒ Yes☐ No**For Ministry Use Only****Section 4.04: The School is in compliance with this Section of the Report.**☒ Yes☐ No**Comments:**

[Click here to enter text.](#)



## Section 05: Policies and Procedures

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

Requirements	School Declaration		Ministry Verification		Ministry Comments
▪ Communication (Staff/Student/Parent Handbooks)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ Student Discipline Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ Anaphylaxis Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ Child Abuse Reporting	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Appointed School Official (ASO)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
					<a href="#">Click here to enter text.</a>
					<a href="#">Click here to enter text.</a>
• Alternate Appointed School Official (AASO)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	The School is encouraged to update its Child Abuse reporting policy and protocol in light of the most recent BC Handbook for Action on Child Abuse and Neglect to ensure that the specific role of the Alternate Appointed School Official (AASO) has been officially identified and understood by staff.
▪ Student Records Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• PSR and inclusions stored safely	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• 55-year retention for PSR	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ Protection of Privacy Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ Emergency Response Plan	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
<b>Emergency Drills Policies</b>					
• Fire drills (recommended 6/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Earthquake drills (recommended 3/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Lockdown drills (recommended 2/year)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ Appeals Policy	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
• Include the role of the Association Ombudsperson as a final step in the Appeals Process	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	The School needs to amend its Appeals Policy to include a reference to the role of the FISA appointed Association Ombudsperson.
▪ Student Supervision Policy (before, during, after school)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<a href="#">Click here to enter text.</a>
▪ 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	<a href="#">Click here to enter text.</a>
<b>Field Trip (Student Safety) Policy</b>					
• 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	<a href="#">Click here to enter text.</a>
• 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	<a href="#">Click here to enter text.</a>



#### Harassment and Bullying Prevention (H&BP)

- Policy aligns with H&BP Order (includes all 5 elements)
- Skills teaching is integrated into education program

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

The School is encouraged to develop a document that clearly shows where Harassment and Bullying Prevention is integrated within the Grade K-12 curriculum.

#### Principal / Teacher Evaluation Policy

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

#### Graduation Program specific policies (if applicable)

- School Completion
- External Credits
- Challenge/Equivalency
- Independent Direct Students (IDS)
- Distributed Learning
- Dual Credits

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

#### Educational Resource Policy and appeal process

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

#### Transportation Safety Policy (if applicable):

- Safety Procedures & Bus Evacuation Drills

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

#### Water Testing

- Most recent test conducted according to school policy (at least every three years)?
- Mitigations (if any) addressed

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

#### For Ministry Use Only

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., Include: *Second Step*, *Virtues Program*, *Friends*, conflict resolution, etc.)

☒ Yes☐ No☒ Yes☐ No

#### ERASE STRATEGY TRAINING (Erase Bullying Programs)

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

Please note:

- Minimum two people, one of which must be the Primary Safe School Coordinator (principal).
- Training must have been taken within the past 3 years (Training completed in 2017/18 will be current until the end of the 2019/20 school year).

a) Primary Safe School Coordinator (principal)

☒ Yes☐ No



Date completed: March 12, 2019

☒ Yes ☐ No

AND

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

i. Additional Safe School Coordinator at the School

Date completed: March 12, 2019

☒ Yes☐ No☒ 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☐ Yes☐ No**2. Basic Digital Threat Assessment (Basic DTA)**

Please note:

- The school must have access to at least one person who can support the school in Digital Threat Assessment.
- Training must have been taken within the past 3 years (Training completed in 2017/18 will be current until the end of the 2019/20 school year).

a) Primary Safe School Coordinator (principal)

Date completed: April 17, 2018

☒ Yes☒ No☒ Yes☐ No

OR

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

i. Additional Safe School Coordinator at the School

Date completed: February 1, 2018

☒ Yes☐ No☒ Yes☐ No

ii. Another Safe School Coordinator within the School Authority

Date completed: April 17, 2018

☐ 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☐ Yes☐ No**For Ministry Use Only****Section 5: The School is in compliance with this Section of the Report.**☒ Yes ☐ No**Comments:**



*Click here to enter text.*

The School is encouraged to update its Child Abuse reporting policy and protocol in the light of the most recent B.C. Handbook for Action on Child Abuse and Neglect to ensure that the specific role of the Alternate Appointed School Official (AASO) have been officially identified and understood by staff.

The School is encouraged to develop a document to demonstrate where the School intentionally incorporates into the curriculum the teaching of Harassment and Bullying Prevention strategies and skills. (Section 5.01)

**Policy:** The School is required to amend its Appeals Policy to include reference to the role of a FISA recommended Ombudsperson as part of the Appeal process. (Section 5.01)







## Section 06: Teacher Certification, Evaluation, and Professional Development

### 6.01: Certification of Teachers

All teachers (including Principal/Head of School) at Group 1, 2 and 4 schools must hold a valid British Columbia teaching credential issued by the [British Columbia Teacher Certification Branch \(TCB\)](#). **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 within two weeks of the Monitoring Inspection.**

Teachers are responsible for the educational program of each student assigned to them, including responsibility for: instructional planning and delivery, student evaluation and assessment, and report-card writing and communication with parents.

Types of Certification	Number	For Ministry Use Only	
a) Certificate of Qualification (COQ) Certification	48	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) Independent School (IS) Certification	6	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
c) Number of teachers for whom the authority has a current Letter of Permission (LOP)	1	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
d) Number of teachers still in application process with Teacher Certification Branch	4	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>TOTAL:</b>	59	<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 and, if teaching under an SR or SSR certificate, are teaching in the appropriate domains.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) All non-teaching support staff employed at the School working with children or students during their employment have current (no more than five years old) and valid criminal record checks on file under the Criminal Record Review Act completed through the Ministry of Public Safety and Solicitor General.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
c) Any teachers who are currently employed by the School Authority and whose certification applications are still being processed by the TCB, have: <ul style="list-style-type: none"> <li>i. proof on file with the School that all required documents have been submitted to the TCB, and</li> <li>ii. have separate Criminal Record Checks cleared by the Ministry of Public Safety and Solicitor General.</li> </ul>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
d) The School Authority confirms compliance with the above declaration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Name: Galyna Volyanska	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Position: Head of School	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**For Ministry Use Only**

**Section 6.01 – 6.02 + Appendices A & B: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

**Comments:**

*Click here to enter text.*

**6.03: Professional Development**

a) Number of professional development days per year  ☒ Yes ☐ No

b) Describe how School's applicable student performance data (Foundations Skills Assessment / Numeracy and Literacy Assessment Results, School Completion rates) inform professional development opportunities at the School:

The results are used for comparing how our school performs relative to other independent schools and public schools in the province. We use the performance standards that measure students' achievements to re-evaluate our teaching and to identify areas of strength and areas that need improvement. We dedicate time throughout the school year to prepare and help both teachers and students understand these assessments.

☒ Yes ☐ No

**6.04: Teacher and Principal Evaluation**

a) Are teacher and principal performance evaluations conducted according to school policy frequency?

☒ Yes ☐ No ☒ Yes ☐ No

**For Ministry Use Only**

**Section 6.03 – 6.04: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

**Comments:**

*Click here to enter text.*



## Section 07: Educational Program: Curriculum and Instruction

### 7.01: Instructional Time Requirements

As per ES-Audit FAQs, you may count hours of attendance toward annual instructional hours for scheduled student examination days, learning activity days, school community involvement days, and school days closed due to inclement weather; however, you may not count instructional hours for professional days, statutory holidays, school holidays, or recess/lunch times.

September to June	Hours	Proposed Number of Days in Session	Proposed Hours Per Year	For Ministry Use Only	
a) Full day Kindergarten	850 hours	178	1157	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b) 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
c) Grades 1-12	850 hours	178	1157	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

#### For Ministry Use Only

**Section 7.01: The School is in compliance with this Section of the Report.**

☒ Yes ☐ No

#### Comments:

[Click here to enter text.](#)

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

#### 7.03a: First Nations Programs

- If the School enrolls First Nations students, does it offer any First Nations educational programs.

☐ Yes ☒ No ☐ N/A ☐ Yes ☒ No ☐ N/A

#### 7.03b: International program Policy and Procedures

- The School enrolls international or out-of-province students.  
If No, skip remainder of Section 7.03b.

☒ Yes ☐ No ☐ N/A ☒ Yes ☐ No ☐ N/A

- The School applies the ministry's [International Student Graduation Credit Policy](#) to determine equivalency credits for international students.

☒ Yes ☐ No ☒ Yes ☐ No

- The School (or its agents) comply with the 2018 [Homestay Guidelines](#) when hosting international students.

☒ Yes ☐ No ☒ Yes ☐ No

**7.03c: Special Education Programs**

- Are Special Education services part of the program at the School?  
If No, skip remainder of section 7.03c
- Evidence that the School has developed a Special Education policy?
- Evidence that the School has established an overall special education budget (not intended to be a per student budget)?
- Evidence that the School's special education programs and services align with the Ministry's Special Education Services, Manual of Policies, Procedures and Guidelines?
- Evidence the School's special education policy includes services for high incidence special needs students (Categories K, P, Q and R) and, if applicable, reports these codes on 1701 this year?
- Evidence for the students reported on 1701 in a special needs category, the school has an Individual Educational Plan (IEP)?
- Evidence Individual Education Plans (IEPs) are reviewed at least once a year?
- Evidence the parents have been consulted on IEP development (including signed Special Education Funding: Parent/Guardian Confirmation Form)?

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

If the School offers a graduation program:

- the School has developed policy to support offering the School Completion/Evergreen Certificate to students on modified programs?
- Grade 10-12 IEPs show evidence of transition planning?

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No
**7.03d: Skills, Trades, and Careers**

- If the school offers grades 10-12, it supports student access to opportunities relating to skills, trades and career programs at the secondary level (events / courses / programs / partnerships, Maker Days, Yes2It, WEX, Skills Exploration 10-12, ITA Programs, etc.)

☒ Yes   ☐ No   ☒ Yes   ☐ No
**For Ministry Use Only**

**Section 7.03a – 7.03c, 7.03g: The School is in compliance with this Section of the Report.**   ☒ Yes   ☐ No

**Comments:**

*Click here to enter text.*



## 7.04: K-3 Primary Program

- a) Does the School offer a Primary Program?  
Complete the Appropriate Sections of Appendix C: Education Programs for K-3.

☒ Yes ☐ No ☒ Yes ☐ No

### For Ministry Use Only

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

☒ Yes ☐ No

#### Comments - including Appendix C (K-1, 2-3):

The School's Primary (K-3) Program curriculum planning documentation was shared with the inspector.

## 7.05: Intermediate Program Grade 4 to 9

- a) Does the School offer an Intermediate Program?  
Complete the Appropriate Sections of Appendix C: Education Programs for Grades 4-9

☒ Yes ☐ No ☒ Yes ☐ No

### For Ministry Use Only

**Section 7.05 + Appendix C (4-5, 6-7, 8-9): The School's Intermediate Program (4-9) overall planning and classroom practice provides evidence that the Ministry's 4-9 curriculum is being delivered according to the Educational Standards Order and Ministerial requirements.**

☒ Yes ☐ No

#### Comments - including Appendix C (4-5,6-7,8-9):

The School's Intermediate (4-9) Program curriculum planning documentation was shared with the inspector.



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

- a) Does the School offer the Graduation Program?

Please complete Appendix C: Grades 10, 11, and 12.

☒ Yes ☐ No ☒ Yes ☐ No

- b) Does the School provide all students a sufficient number and selection of courses to enable each student to meet the 28 elective credit requirements for graduation set out in Ministerial Order 302/04, the Graduation Program Order

☒ Yes ☐ No ☒ Yes ☐ No

### 7.06a Program Details

#### Board/Authority Authorized (BAA) Courses

- All Grade 10-12 BAA courses developed according to the new BAA Framework Template.
- 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). And please have all BAA Course Templates available for review and signing by inspection team.

☒ Yes ☐ No ☒ Yes ☐ No

Add more rows to the table by clicking on table for the "+" button.

Course Title	Ministry Code	Authority Approval Date
ELL Bridging Level 1 10A	YESFLOA	2019-08-27
ELL Bridging Level 2 10B	YESFLOB	2019-05-13
ELL Bridging Level 3 11A	YESFL1A	2019-04-23
ELL Bridging Level 4 11B	YESFL1B	2019-03-27
<i>Click here to enter text.</i>	<i>Click here to enter text.</i>	<i>Click or tap to enter a date.</i>

☒ Yes ☐ No

Please forward the BAA Course Form, once signed by all three parties, to the Ministry. Send completed form to the Student Certification Branch. If possible, confirm this has been done at the time of the inspection and email to [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca).

The School's BAA courses comply with following standard BAA course requirements:

- BAA courses that are sequential have unique curricular components and do NOT repeat educational content, nor modify, bridge, or remediate provincial curriculum.
- BAA course titles reflect the content of the course, include Grade 10, 11, or 12 in the course name, and do not share names with Ministry developed courses.

☒ Yes ☐ No ☒ Yes ☐ No

☒ Yes ☐ No ☒ Yes ☐ No



- BAA courses have adequate hours of instruction to warrant associated course credits.
- ELL BAA courses meet Ministry requirement to support students in acquiring proficiency in the English language and understanding of Canadian culture.
- New/revised BAA courses do not significantly overlap provincial curricula content (but may overlap Big Ideas and Curricular Competencies).

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

☒ Yes   ☐ No   ☒ Yes   ☐ No

**For Ministry Use Only**

**Section 7.06 + Appendix C (10, 11, 12): The School's Graduation Program (Grades 10-12) overall curricular compliance documentation, planning, and classroom practice provides evidence that the Ministry's Graduation Program is being delivered according to the Educational Standards Order and Ministerial requirements.**

☒ Yes   ☐ No

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

The School's Graduation Program (10-12) curriculum planning documentation was shared with the inspector.



## Section 08: Report Summary

### *For Ministry Use Only*

#### **Comments**

The School is commended for its well-maintained school facility allowing education to be provided in creative and defined learning spaces. The inspector observed classroom environments that were purposeful and conducive to learning throughout the three campuses.

The Inspector observed the School committed to fulfilling its stated Mission and Vision within the framework of a K-12 urban, independent school community.

#### **Statutory Follow-Up Requirements**

☐ Yes ☒ No

No requirements

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

Click or tap to enter a date four weeks after visit.

#### **Policy Issues Follow-Up Requirements:**

☒ Yes ☐ No

**Policy:** The School is required to amend its Appeals Policy to include reference to the role of a FISA recommended Ombudsperson as part of the Appeal process. (Section 5.01)

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

April 7, 2020





[illegible]

<sup>1</sup>**F** = Full-time; **P (%)** = Part-time  
<sup>2</sup>**COQ** Teacher Certification Branch Certificate of Qualification  
<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 C: Educational programs for K-12 Curriculum Compliance

### Curricular Compliance Grid – Grade K-1

School offering grades K and/or 1?	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1			
LEARNING AREAS/SUBJECT CURRICULA	K	1	K	1
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following learning areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
<b>Applied, Design, Skills and Technologies</b> – Intentional cross-curricular delivery	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Career Education</b> – 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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Locally Developed Courses</b> – Incorporate updated curriculum design	Click	Click	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



ASSESSMENT				
<b>Formative-Summative Assessment</b> – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment</b> – Evidence that students participate in self-assessment of core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
COMMUNICATING STUDENT LEARNING				
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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

### Curricular Compliance Grid – Grade 2-3

School offering grades 2 and/or 3?	<input checked="" type="checkbox"/> 2		<input checked="" type="checkbox"/> 3	
LEARNING AREAS/SUBJECT CURRICULA	2	3	2	3
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following learning areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
<b>Applied, Design, Skills and Technologies</b> – Intentional cross-curricular delivery	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Career Education</b> – 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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Locally Developed Courses</b> – Incorporate updated curriculum design	Click	Click	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



ACROSS THE CURRICULUM				
<b>First Peoples Principles of Learning</b> – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
ASSESSMENT				
<b>Formative-Summative Assessment</b> – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment</b> – Evidence that students participate in self-assessment of core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
COMMUNICATING STUDENT LEARNING				
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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

### Curricular Compliance Grid – Grade 4-5

School offering grades 4 and/or 5?	<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5			
LEARNING AREAS/SUBJECT CURRICULA	4	5	4	5
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
<b>Applied, Design, Skills and Technologies</b> - Curricular Competencies in Grades 4-5 in ADST are combined with grade-level content from other areas of learning in cross-curricular activities	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b> – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



<b>Career Education</b> – 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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core French or Second Language</b> (Note: optional in grade 4)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical and Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Locally Developed Courses</b> – based on updated curriculum design	<a href="#">Click</a>	<a href="#">Click</a>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – There is evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment</b> – Evidence that students self-assess core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>COMMUNICATING STUDENT LEARNING</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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N





## Curricular Compliance Grid – Grade 6-7

School offering grades 6 and/or 7?	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7			
LEARNING AREAS/SUBJECT CURRICULA	6	7	6	7
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	School indicates Y/N or INT		Ministry Inspection Y/N	
Mathematics	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Social Studies	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Science	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
English Language Arts	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Core French or Second Language (Note: required)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Arts Education – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Physical Health Education	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Applied, Design, Skills and Technologies – Minimum of 3 Ministry or locally developed modules in each grade 6 and 7 that use the Ministry ADST curricular competencies for these grades.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Locally Developed Courses – based on updated curriculum design	Click	Click	<input type="checkbox"/> Y <input type="checkbox"/> N	<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.	INT	INT	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
First Peoples Principles of Learning – There is evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Core Competencies – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ASSESSMENT</b>				
Formative-Summative Assessment – Evidence that formative and summative assessment occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



<b>Core Competency Student Self-Assessment</b> – Evidence that students self-assess core competencies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>COMMUNICATING STUDENT LEARNING</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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N

### Curricular Compliance Grid – Grade 8-9

<b>School offering grades 8 and/or 9?</b>	<input checked="" type="checkbox"/> 8		<input checked="" type="checkbox"/> 9	
<b>LEARNING AREAS/SUBJECT CURRICULA</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review.	<b>School indicates Y/N or INT</b>		<b>Ministry Inspection Y/N</b>	
<b>Mathematics</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Social Studies</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Science</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>English Language Arts</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core French or Second Language</b> (Note: required in grade 8, optional in grade 9)	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Arts Education</b> – Authority may establish learning outcomes in accordance with the curricular competencies set out in the educational program guide for Arts Education.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Physical Health Education</b>	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Applied, Design, Skills and Technologies</b> – 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



<b>Locally Developed Courses</b> – based on updated curriculum design	<a href="#">Click</a>	<a href="#">Click</a>	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Career Education</b> – 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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ACROSS THE CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – Evidence that First Peoples cultures, languages, worldviews, knowledge, and perspectives are included within the curriculum to promote understanding of Indigenous peoples in BC and giving Indigenous students a greater sense of place and belonging.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competencies</b> – ongoing part of all activities / teaching strategies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – occurs on an ongoing basis.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>Core Competency Student Self-Assessment Core Competencies</b> – There is evidence that Core Competencies are ongoing part of classroom activities and teaching strategies.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
<b>COMMUNICATING STUDENT LEARNING</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.	Y	Y	<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.	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" 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	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	Y	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N



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

School offering grade 10?			<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
LEARNING AREAS/SUBJECT CURRICULA			10	10	
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection's review. If course not offered, leave blank.			School indicates Y/N, INT or blank (if not offered)	Ministry Inspection Y/N	
Mathematics	Foundations of Mathematics & Pre-Calculus 10		Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	Workplace Mathematics 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
Social Studies 10			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
Science 10			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
English Language Arts – composite of two courses	Composition 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Creative Writing 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Literary Studies 10		Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	New Media 10		Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
	Spoken Language 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP – Writing 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP – Literary Studies 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP - New Media 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	EFP - Spoken Language 10		Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
Core French or other Second Language		French	Y	<input type="checkbox"/> Y	<input type="checkbox"/> N
Arts Education	Dance 10	Dance Choreography 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Company 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Foundations 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Dance Technique & Performance 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Drama 10	Drama 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Theatre Company 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Theatre Production 10	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Music 10	Choral Music 10 (Concert Choir, Chamber Choir, Vocal Jazz)	Click	<input type="checkbox"/> Y	<input type="checkbox"/> N



		Contemporary Music 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Instrumental Music 10 (Concert Band, Orchestra, Jazz Band, Guitar)	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Visual Arts 10	Arts Studio 10	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		Photography 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Studio Arts 2D 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Studio Arts 3D 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Cross-disciplinary & Interdisciplinary Arts 10	Media Arts 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Musical Theatre 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
Applied Design, Skills, Technologies	Business Education 10	Entrepreneurship and marketing 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Home Economics & Culinary Arts	Culinary Arts 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Family & Society 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Food Studies 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Textiles 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Information & Communications Technology (ICT)	Computer Studies 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Media Design 10	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
		Web Development 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
	Technology Education	Drafting 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Electronics & Robotics 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Metalwork 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Power Technology 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Technology Explorations 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		Woodwork 10	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
Physical and Health Education 10			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N
BAA courses		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> Y	<input type="checkbox"/> N
Career Education 10		Career Life Education	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N



	<b>Career Life Connections</b>	<i>Click</i>	<input type="checkbox"/> Y	<input type="checkbox"/> N
<b>INTENTIONALLY INCORPORATED IN GRADE 10 CURRICULUM</b>				
<b>First Peoples Principles of Learning</b> – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards.	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>Core Competencies</b> – Evidence that Core Competencies are an intentional and ongoing part of the students' educational program.	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
<b>Core Competency Student Self-Assessment</b> – There is evidence that students continue to meaningfully engage with Core Competency self-assessment.	Y	<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.	Y	<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.	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	

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

School offering grade 11?		<input checked="" type="checkbox"/> Y <input type="checkbox"/> N		
<b>LEARNING AREAS/SUBJECT CURRICULA</b>		<b>11</b>	<b>11</b>	
<b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection to determine their state of development and implementation. If course not offered, leave blank.  Curricular Planning Instruments are: Inadequate (= fail to demonstrate curricular compliance), Developing (= reflect curriculum but require further development), or Fully implemented (= clearly reflective of the curriculum for the entire course).		<b>School indicates</b> I, D, F, INT or blank (if not offered)	<b>Ministry Inspection</b> (I)nadequate, (D)eveloping, or (F)ull implementation  I/D/F	
<b>Mathematics 11</b>	<b>Foundations of Mathematics 11</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D <input checked="" type="checkbox"/> F
	<b>Pre-Calculus 11</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D <input checked="" type="checkbox"/> F



		Workplace Mathematics 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		History of Mathematics 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Computer Science 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Social Studies 11		Explorations in Social Studies 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Francophone History 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Science 11		Chemistry 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Earth Sciences 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Environmental Science 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Life Science 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Physics 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Science for Citizens 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
English Language Arts 11		Composition 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Creative Writing 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Literary Studies 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		New Media 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Spoken Language 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		EFP – Lit. Studies & Writing 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		EFP – Lit. Studies & New Media 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		EFP – Lit. Studies & Spoken Language 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Languages 11 (Core French, Introductory level, or other Language)		French	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Arts Education	Dance 11	Dance Choreography 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Company 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Conditioning 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Foundations 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Dance Techniques & Performance 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Drama 11	Directing & Script Development 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drama 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Film & Television 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Theatre Company 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



	Music 11	Theatre Production 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Choral Music 11 (Concert Choir, Chamber choir, Vocal Jazz)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Composition & Production 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Contemporary Music 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Instrumental Music 11 (concert Band, Orchestra, Jazz Band, Guitar)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Visual Arts 11	Arts Studio 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Graphic Arts 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Photography 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 2D 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 3D 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Cross-disciplinary Arts 11	Media Arts 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Musical Theatre 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Applied Design, Skills, and Technologies 11	Business Education	Accounting 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Marketing 7 Promotion 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Tourism 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Home Economics and Culinary Arts	Culinary Arts 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Food Studies 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Interpersonal & Family Rel'ships 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Textiles 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Information & Communication Technology (ICT)	Computer Information Systems 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Computer Programming 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Digital Communications 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Graphic Production 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Media design 11	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	Technology Education	Automotive Technology 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drafting 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Electronics 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Engineering 11	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Metalwork 11	<a href="#">Click</a>	<input checked="" type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F





		<b>Robotics 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Woodwork 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Physical and Health Education 11</b>		<b>Active Living 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Fitness &amp; Conditioning 11</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>Outdoor Education 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>BAA 11 courses</b>		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Career Education</b> – leave blank if only offered at Grade 12 level		<b>Career Life Education (CLE)</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Career Life Connections (CLC) (Capstone Project)</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Additional Offerings</b>		<b>Youth work in Trades 11</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>INTENTIONALLY INCORPORATED IN GRADE 11 CURRICULUM</b>						
<b>First Peoples Principles of Learning</b> – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Core Competencies</b> – Evidence that Core Competencies are an intentional and ongoing part of the students' educational program.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>ASSESSMENT</b>						
<b>Formative-Summative Assessment</b> – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Core Competency Student Self-Assessment</b> – There is evidence that students continue to meaningfully engage with Core Competency self-assessment.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<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.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Students are provided with information that is meaningful to them and helps them improve their learning.			F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).			Y	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	



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

School offering grade 12?		<input checked="" type="checkbox"/> Y <input type="checkbox"/> N			
LEARNING AREAS/SUBJECT CURRICULA		12	12		
<p><b>BIG IDEAS</b> – Planning Instruments include evidence that ALL Big Ideas in the following subject areas are addressed (either in stand-alone subject areas or in an integrated/interdisciplinary manner). If course materials are integrated with other subject areas, please mark as integrated (INT) and make curricular planning instruments available for the inspection to determine their state of development and implementation. If course not offered, leave blank.</p> <p>Curricular Planning Instruments are:            Inadequate (= fail to demonstrate curricular compliance),            Developing (= reflect curriculum but require further development), or            Fully implemented (= clearly reflective of the curriculum for the entire course).</p>		<p><b>School indicates</b> I, D, F, INT or blank (if not offered)</p>	<p><b>Ministry Inspection</b> (I)nadequate, (D)eveloping, or (F)ull implementation</p> <p>I/D/F</p>		
<b>Mathematics 12</b>	<b>Apprenticeship Mathematics 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Calculus 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Computer Science 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Foundations of Mathematics 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Geometry 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Pre-Calculus 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Statistics 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Social Studies 12</b>	<b>20<sup>th</sup> Century World History 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Asian Studies 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>BC First Peoples 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Comparative Cultures 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Comparative World Religions 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Contemporary Indigenous Studies 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Economic Theory 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Genocide Studies 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Human Geography 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Law Studies 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Philosophy 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Political Studies 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
	<b>Physical Geography 12</b>	Click	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



		<b>Social Justice 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Urban Studies 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Science 12</b>		<b>Anatomy &amp; Physiology 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>Chemistry 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>Environmental Science 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>Geology 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Physics 12</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>Specialized Science 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>English Language Arts 12</b>		<b>English Studies 12 (required)</b>	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		<b>English First Peoples 12 (also meets required)</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Composition 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Creative Writing 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Literary Studies 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>New Media 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Spoken Language 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
<b>Languages (Core French or other Language)</b>		French	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Arts Education</b>	<b>Dance 12</b>	<b>Dance Choreography 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Dance Company 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Dance Conditioning 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Dance Foundations 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Dance Techniques &amp; Performance 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Drama 12</b>	<b>Directing &amp; Script Development 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Drama 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Film &amp; Television 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Theatre Company 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Theatre Production 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	<b>Music 12</b>	<b>Choral Music 12 (Concert Choir, Chamber choir, Vocal Jazz)</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		<b>Composition &amp; Production 12</b>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



		Contemporary Music 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Instrumental Music 12 (concert Band, Orchestra, Jazz Band, Guitar)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Visual Arts 12	Arts Studio 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Graphic Arts 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Photography 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 2D 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Studio Arts 3D 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Cross-disciplinary Arts 12	Media Arts 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Musical Theatre 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
Applied Design, Skills, and Technologies 12	Business Education	Accounting 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Business Computer Applications 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		E-Commerce 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Economics 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Entrepreneurship 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Financial Accounting 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Tourism 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Home Economics and Culinary Arts	Child Development & Caregiving 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Culinary Arts 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Fashion Industry 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Food Studies 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Housing & Living Environments 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Specialized Studies in Foods 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Textiles 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
	Information & Communications Technology (ICT)	Computer Information Systems 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Computer Programming 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Digital Media Development 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Graphic Production 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Media Design 12	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
		Art Metal & Jewelry 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F



	Technology Education	Automotive Technology 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Drafting 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Electronics 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Engine & Drivetrain 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Engineering 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Furniture & Cabinetry 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Industrial Coding & Design 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Machining & Welding 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Mechatronics 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Metalwork 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Remotely Operated Vehicles & Drones 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Robotics 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Woodwork 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F
		Physical and Health Education 12	Active Living 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D
Fitness & Conditioning 12	F		<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
Outdoor Education 12	<a href="#">Click</a>		<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
BAA 12 courses	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	<a href="#">Click to enter Course Name:</a>	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
Career Education – leave blank if only offered at Grade 11 level	Career Life Education (CLE)	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
	Career Life Connections (CLC) (Capstone Project)	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
Additional Offerings	Work Experience 12A	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
	Work Experience 12B	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	
	Youth Work in Trades 12	<a href="#">Click</a>	<input type="checkbox"/> I	<input type="checkbox"/> D	<input type="checkbox"/> F	
INTENTIONALLY INCORPORATED IN GRADE 12 CURRICULUM						
First Peoples Principles of Learning – Evidence that B.C. First Peoples Principles of Learning are intentionally included in educational program as part of delivering mandated curricular learning standards.		F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F	



<b>Core Competencies</b> –Evidence that Core Competencies are an intentional and ongoing part of the students’ educational program and included in Capstone project.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>ASSESSMENT</b>				
<b>Formative-Summative Assessment</b> – There is evidence that teachers are using both formative and summative assessment strategies on ongoing basis	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<b>Core Competency Student Self-Assessment</b> – This is an intentional part of the Capstone project.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
<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.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Students are provided with information that is meaningful to them and helps them improve their learning.	F	<input type="checkbox"/> I	<input type="checkbox"/> D	<input checked="" type="checkbox"/> F
Progress Reports are both informal and formal and occur frequently (minimum of 3 formal written reports per school year).	Y		<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N