Graduation Routes Other Ways

School Guide

Online Learning Policy

Rationale or Purpose of Policy

Changes to the Independent School Act regarding online learning come into effect on July 1, 2021. The 2021/2022 school year will be an interim year in the implementation of changes to online learning in the Province. A new, comprehensive online learning policy and a procedures guide are under development with Indigenous rightsholders and stakeholders and will be fully implemented on July 1, 2022. For the 2021/2022 school year, the former distributed learning policies have been replaced by interim online learning policies that will be in effect until the new online learning policies are implemented on July 1, 2022.

Policy in Full

Online learning is a method of instruction that relies primarily on communication between students and teachers by means of the internet.

Online Learning (OL) provides another choice for learning within the current K-12 system. Online learning takes place outside of the regular classrooms, typically when a student is at a distance from the teacher and from the school building. Students may opt for online learning when they live in remote locations, due to scheduling conflicts for required courses or sometimes because of learning preferences. Students in OL programs have increased flexibility in determining their academic schedule as school calendars are not bound by time and space. Students may enroll at any time during the school year, subject to school policy.

Special Needs Funding for Online Learning Students

When students with special needs are enrolled in more than one school, special needs supplementary funding will be made available to the school at which the students are taking most of their educational program or the majority of their courses. In situations where students with special needs are enrolled with more than one school administered by the same Authority or cross enrolled with another Authority or a Board, the Ministry expects that schools will work together to develop and support the student's Individual Education Plan (IEP) by taking a holistic approach, including consideration of services each school may need to provide to support the IEP.

Sharing of Student Records

In some cases, students will cross enroll in DL courses with an independent school authority and a public board of education at the same time and have records with both. When this occurs, independent school authorities and boards of education must provide the others with access to information in student records necessary for each to satisfactorily perform its obligations under the Independent School Act or the School Act.

Payments to Third Party Service Providers

As per the Guidelines for independent school authorities operating an online learning school - third party services and resources, if an authority uses a third party to provide educational services or

learning support, materials, or resources to learners, the Ministry expects the authority to do the following:

- Ensure that the educational services, materials, and resources are part of the educational program supervised by an authority employee who is a BC certified teacher or Letter of Permission holder.
- Pay only the third party directly and not the parent, learner, or any other person.
- Ensure that parents and third-party service providers clearly understand their roles and responsibilities for student safety and security.
- Clearly describe the authority's responsibility to provide the program outlined in a student's learning plan or Individual Education Plan separately from additional services the student may receive from the third-party service provider.

If an authority uses a third party to provide educational services or learning support, materials, or resources to learners, the Ministry expects the authority to pay only up to a maximum of $600 per FTE in grades K-12 for reimbursements to third party resources and service providers.

This limit to the amount of the operating grant to be used for third party resourcing would not apply to:

- Supporting students with special needs in levels 1, 2 and 3 special needs supplementary funding categories and special needs categories K,P,Q,R, in achieving the curriculum learning standards and/or goals in their Individual Education Plans (see the Ministry's Special Education Services: A Manual of Policies, Procedures and Guidelines)
- Career technical centre program courses
- Post-secondary transition program courses

    Limits to financial assistance for learners or their parents:

- The Ministry expects that independent school authorities will not provide financial payments or reimbursements to learners or their parents, nor use any amount of money budgeted to support an educational program as an incentive to have a learner enroll in an online learning program or course.
- An independent school authority may provide financial assistance to learners or their parents for a portion of the one-time internet connection fees, if and only if the learner requires an internet connection to participate in an educational program delivered in whole or in part through online learning. Connection means cost of the household connection to the internet. It does not include ongoing maintenance.
- An independent school authority may lend, but not give, equipment with an asset value (such as a computer that is required for participation in an online learning program or course) to learners or to parents or families of learners.

Enrollment

Criteria For full-time Grades K-9 Who are Not Cross Enrolled

Online learning management systems or school files for full-time Grade K - 9 students must contain dated evidence that a student is actively participating on or before the dates listed in the Form 1701

Instructions. The minimum evidence is a student learning plan developed by a BC certified teacher or Letter of Permission holder, and a documented commitment from a parent. Additionally, there must be evidence that the student is actively participating three weeks following that date.

Criteria for cross-enrolled Grades 8 & 9 and all Grades 10-12

On or before the date listed in the Form 1701 instructions, school files for cross-enrolled grades 8 and 9 students and all students in grades 10 -12 (including all adult students who have not graduated) must contain the following with respect to online learning courses in order to show sufficient evidence of active participation to qualify for funding:

- A clear course plan must be on file for each course. This course plan must link to the course's curriculum learning standards and/or outcomes, required resources and assessment strategies. This course plan is the evidence supporting the requirement that assigned work is meeting the curriculum learning standards and/or outcomes.
- A current course selection or enrolment form must list the online learning courses reported for funding that meet provincial BC graduation requirements.
- Substantive student course activity or activities must be submitted by the student to the teacher:
    1. The activity or activities must represent a minimum of five percent of the course's learning activities.
    2. The activity or activities must be clearly linked to the curriculum learning standards and/or outcomes of the course.
    3. The activity or activities must have been evaluated by the teacher, entered in the teacher's records, digital or paper-based, and dated on or before the date the student became active.
    4. For each course, the school must keep in the online learning management system or on file a copy of the learning plan and the assignment(s) or work that represents the substantive activity or activities.
    5. Student work does not have to be retained as evidence if the teacher or the school can demonstrate criteria 1, 2, 3, and 4 have been met through an online learning management system, digital tracking processes or paper-based documentation.

Procedures Related to Policy

To receive funding for students in online learning courses or programs, Boards and Authorities must ensure the following procedures are followed, to demonstrate that the students are actively participating.

BC certified teachers or Letter of Permission holders lead online learning programs, verifiable by learning management system, digital or paper-based evidence such as course or student timetables, course selection forms, registration reports, or information gathered from records and through interviews with teachers and other staff.

- Learning management system, digital or paper-based evidence onsite of a student learning plan on record, signed and dated by the BC certified teacher or Letter of Permission holder and parent (and by the student, if old enough to understand the plan), referring to these elements:
    - The curriculum learning standards and/or outcomes for the program or course(s) or both.
    - Required areas of study for the program or course(s) or both.
    - The BC certified teacher or Letter of Permission holder's plan for providing learning activities.
    - Learning resources being used to complete the program or course(s) or both.
    - Assessment strategies and standards of performance expected of the student.

For cross-enrolled grades 8 and 9 students and all students in grades 10 - 12 (including all adult students who have not graduated)

- Learning management system, digital or paper-based evidence of the course plan (course outline, or syllabus) must be readily available on site. The course plan must include:
    - A reference to the curriculum learning standards and/or outcomes of the Ministry or Board/Authority-Authorized (BAA) course.
    - A list of the topics covered.
    - Learning resources being used to complete the program or course(s) or both.
    - Assessment strategies and standards of performance expected of the student.
- Learning management system, digital or paper-based evidence of a current course selection or enrolment form, dated and signed by the student or parent or both. These forms must list each eligible course that is reported for funding. For adults who have not yet graduated, the courses must lead to graduation. The forms must be on site, or documentation must be readily available to verify that the school of record maintains the course selection or enrolment form.

Student work is submitted to teachers and links directly to curriculum learning standards and/or outcomes in the student's program.

For full-time Grades K-9 students enrolled in online learning who are not cross-enrolled

- Verification of the student's active participation in the educational program must be in evidence three weeks after the dates listed in the 1701 enrolment instructions. For example, active participation for a Grade 3 student must be in evidence by October 21 for September 30th data collection.
- Learning management system, digital or paper-based evidence includes dated examples of student work, assessment data, and teacher gradebook or other tracking system entries. These entries reflect student engagement in a significant portion of the program.

- For each eligible course reported for funding, substantive student course activity is submitted to the teacher. This course activity directly links to the curriculum learning standards and/or outcomes required in each course.
- Learning management system, digital, or paper-based evidence includes one or more activities demonstrating that a minimum of five per cent of each course's learning activities have been covered
- The following learning management system, digital or paper-based evidence must be readily available:
  - The gradebook or other tracking system must contain a dated record of the teacher's evaluation of the student's performance on the course activity or activities. (Where gradebooks or tracking systems do not support dated entries, then alternative dated information is required, such as logs, copies of students' substantive course activity, or copies of teachers' dated observation, feedback and marking details.)
  - The course or program instructions and materials associated with assignments or course work for these activities or assignments must be accessible. (These materials must include a sample of substantive student course activity for the course reported for funding and a copy of the teacher's observations, feedback and marking details for the activity or activities.)

Dogwood Diploma

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of 80 credits to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
    - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
    - Physical and Health Education 10 (4 credits)
    - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
    - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
    - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
    - A Language Arts 10, 11 and a required 12 (12 credits total)
    - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three graduation assessments:

- The Grade 10 Numeracy Assessment
- The Grade 10 Literacy Assessment
- The Grade 12 Literacy Assessment

British Columbia Adult Graduation Diploma Program

An adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD), also known as the "Adult Dogwood." It is for adult learners (18 years of age and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course
- A Math 11 or 12 course
- At least three additional Grade 12 electives, **or** a Grade 11 Socials Studies course and two additional Grade 12 electives

Courses and credits can be counted from either or both the public secondary and post-secondary systems.

Of the five courses required for the Adult Dogwood, at least three must be completed **after** the adult student has entered the Adult Graduation Program, either through enrolment (instruction) or Prior

Learning Assessment. This means that students can receive credit toward the Adult Dogwood for no more than two qualifying courses completed while in the B.C. (school-aged) Graduation Program. You cannot receive an Adult Dogwood using only courses completed prior to enrolling in the Adult Graduation Program.

Adult learners are not required to complete the Graduation Numeracy or Literacy Assessments to graduate with the Adult Dogwood. At the same time, adult learners should be aware that some post-secondary institutions may require that students write assessments/examinations for admission purposes.

Requirements for the British Columbia Adult Graduation Diploma (Adult Dogwood)

B.C. Post-Secondary System Qualifying Courses	B.C. Secondary School System Qualifying Courses
A Provincial Level (Grade 12) English or higher **OR**	A required Language Arts 12 course (English Studies 12, English First Peoples 12, or Francophone equivalent) (4 credits)
An Advanced (Grade 11) or Provincial Level or higher Mathematics* **OR**	A Mathematics 11 or 12 (4 credits)
Three additional courses at the Provincial Level or higher or Advanced Social Sciences and two Provincial Level courses or higher **OR**	Three Grade 12 Ministry-Authorized courses (4 credits each) or a Grade 11 Social Studies course (4 credits) and two Grade 12 Ministry-Authorized courses (4 credits each) (12 credits total)
Total: 5 courses	**Total: 20 credits**

*A student is also able to take and obtain credit towards the Adult Dogwood for both Advanced level and Provincial level (or higher) Mathematics. In the latter case, Mathematics would be one of the electives.

Students can also use other course credits towards graduation, for example:

- Adult Education courses (offered at many colleges and universities)
- Post-secondary courses
- Ministry-Authorized courses taken a long time ago

The institution issuing the diploma will require all transfer credit information and relevant transcripts in order to verify courses taken and grades received (transcripts prove credits and where they were taken).

At a B.C. high school	At a post-secondary institution
• Find out how to get your transcript	• Contact the institution to request a transcript

Prior Learning Assessment

Adult students may also get credit for current or past work skills or post-secondary training courses by undertaking a Prior Learning Assessment (PLA). Public post-secondary institutions and continuing education centers can help with this step by reviewing past work history to determine if it qualifies for course credit. This will ensure adult students start at a course level that is comfortable for them and/or help them gain the skills needed to successfully complete graduation requirements.

GROW Course List

Grades K – 7

Course	Course Code
English Language Arts	MEN
Mathematics	MMA
Social Studies	MSS
Science	MSC
Physical and Health Education	MPHE
French (Grades 5, 6, 7)	MFR
Art Education	MAE
Applied Design Skills and Technologies	MADST
Career Education	MCE
Student Self-Assessment of Core Competencies	XSTU

Grades 8 and 9

Course	Course Code
English Language Arts – All Students Must Take this Course	MEN
Mathematics – All Students Must Take this Course	MMA
Social Studies – All Students Must Take this Course	MSS
Science – All Students Must Take this Course	MSC
Arts Education – All Students Must Take this Course	MAE
Physical and Health Education – All Students Must Take this Course	MPHE
Career Education – All Students Must Take this Course	MADST
Applied Design Skills and Technologies General Explorations (8 and 9) – All Students Must Take this Course	MADGE
Music (8 and 9) - Optional	MADCT08
Computers and Communication Devices (Grade 8 Only and Optional)	MADCC08
Drafting (8 and 9) -Optional	MADD
Entrepreneurship and Marketing (8 and 9) - Optional	MADEM
Food Studies (8 and 9) - Optional	MADFS
Metalwork (8 and 9) - Optional	MADM
Power Technology (8 and 9) - Optional	MADPT
Textiles (8 and 9) - Optional	MADT
Woodwork (8 and 9) - Optional	MADW

Grades 10, 11, and 12

Courses Grade 10
Career Life Education (4 Credits)
English Language Arts 10 – Composition (2 Credits)
English Language Arts 10 – Focused Literacy Study (2 Credits)
English Language Arts 10 – New Media (2 Credits)

Mathematics 10 – Foundations and Pre-Calculus (4 Credits)
Mathematics 10 – Work Place (4 Credits)
Science 10 (4 Credits)
Social Studies 10 (4 Credits)

Courses Grade 11
Chemistry 11 (4 Credits)
Earth Science 11 (4 Credits)
English Language Arts 11 (4 Credits)
Life Sciences 11 (4 Credits)
Mathematics 11 – Foundations of Mathematics (4 Credits)
Mathematics 11 – Pre-Calculus (4 Credits)
Mathematics 11 – Work Place (4 Credits)
Physics 11 (4 Credits)
Social Studies 11 Explorations (4 Credits)

Courses Grade 12
English Studies 12 (4 Credits)
Anatomy and Physiology 12 (4 Credits)
Career Life Connections and Capstone 12 (4 Credits)
Mathematics 12 – Foundations of Mathematics (4 Credits)
Mathematics 12 – Pre-Calculus (4 Credits)
Social Studies 12: 20th Century World History (4 Credits)
Social Studies 12: 20th Law Studies (4 Credits)
Social Studies 12: 20th Physical Geography (4 Credits)
Social Studies 12: Social Justice (4 Credits)

Elective Courses
Child Development and Caregiving 12 – Early Childhood Education (4 Credits)
Active Living 12: Personal Fitness (4 Credits)
Physical and Health Education 10: Personal Fitness (4 Credits)
Criminology – Protective Services 12 (4 Credits)
Culinary Arts 12 (4 Credits)
Entrepreneurship 12 (4 Credits)
Food Studies 11 – Nutrition and Wellness (4 Credits)
Forensics: Social Sciences 12 (4 Credits)
Interpersonal and Family Relationships 11: Real World Parenting (4 Credits)
Marketing 11: Advertising and Sales Promotion (4 Credits)
Marketing 11: Sports and Entertainment Marketing (4 Credits)
Psychology 12 Part 1 (4 Credits)

Psychology 12 Part 2 (4 Credits)
Social Studies 12: Comparative Cultures - Anthropology (4 Credits)
Social Studies 12: Comparative World Religions (4 Credits)
Social Studies 12: Genocide Studies - Holocaust (4 Credits)
Social Studies 12: Human Geography (4 Credits)
Social Studies 12: Philosophy (4 Credits)
Specialized Science 12: Agriscience (4 Credits)
Specialized Science 12: Forestry and Natural Resources (4 Credits)

School Goals

Personalization of Learning: Students will demonstrate increased autonomy in the direction of their learning.

Engagement in Learning: Students will develop their individual passions, mastery, and sense of pride in their learning.

Sense of Belonging: Students will feel connected, safe, and valued as members of the GROW Learning Community

Rationale for Goals

Personalization: In response to the new BC Curriculum, the personalization of learning is a priority for GROW and the School District in General. Hence, the need to provide choice in learning activities and assessment, as well as greater student voice in the direction of their learning is essential in developing a greater sense of student autonomy and self-direction.

Engagement on Learning: Increasing student engagement in Learning is critical to student achievement. Hence, development of dynamic and engaging curriculum and assessment practices that address diversity is critical for student success.

Sense of Belonging: Social, cognitive, and teacher presence are all critical components of student success in online and blended learning environments. Therefore, having a sense of belonging and safety, as well as feeling valued by their peers, mentors, and teachers are all essential aspects of connecting students with their community and developing the student's self-esteem.

Overall School District Framework

GROW, in its delivery of services, supports the School District's Framework. The Framework For Enhancing Student Success/Learning (FESL) is set out by Ministerial Order and guides planning by school districts for continuous improvement. FESL represents a shared commitment to **improving** success, equity, and inclusivity of learning **outcomes for all students** with a particular focus on **Indigenous** students, **children and youth in care**, and students with **disabilities and diverse abilities** who are underrepresented in positive outcomes in BC and in our district. The framework sets outs specific goals and measures in the areas of **intellectual, human and social**, and **career development** for all districts. Achievement data is to be disaggregated according to those target groups of students for transparency on how well districts are closing those gaps. To that end, the framework is looking directly at the following criteria:

Intellectual Development Educational Outcome

Students will meet or exceed literacy expectations for each grade level.	Measure 1.1 Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
	Measure 1.2 Current year and 3-year trend for the number and percentage of students proficient or

	extending literacy expectations as specified in the Grade 10 literacy assessments.
Students will meet or exceed numeracy expectations for each grade level.	Measure 2.1 Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
	Measure 2.2 Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.
	Measure 2.3 Number and percentage of students who are completing grade to grade transitions on time.

Human and Social Development Educational Outcome

Students will feel welcome, safe, and connected to their school.	Measure 3.1 Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
	Measure 3.2 Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Career Development Educational Outcome

Students will graduate.	Measure 4.1 Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

Students will have the core competencies to achieve their career and life goals

Core competencies to achieve their career and life goals.	Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

Goal Strategies

Personalization:

- Students will develop a sense of their own learning style and creative passions, as well as opportunities to reflect on their personal growth on a continuing basis.

Engagement:

- Students will have increased opportunities to engage in project-based/inquiry learning.
- Students will be able to assess, communicate, and demonstrate their learning using a variety of methods.
- Students will have expanding opportunities for engaging in multi-grade learning environments.
- Students will grow in their understanding, appreciate, and ability to explore, take risks and grow from failure as part of the normal learning sequence.

Belonging:

- Students will have increased access to forums for social belonging the enhance connection and collaboration.
- Students will have increased opportunities for developing their social emotional skills and awareness, to practice mindfulness and kindness in their relationships for both face-to-face and online learning environments.
- The school will build opportunities for community building, collegiality, and communication across distance and programming.

1.   Management of Learning

1.1   Course topics, goals, timelines, and expectations regarding assignments are communicated to students.

    1.1.1   Students are provided access to required educational program information prior to enrolment.

       Supporting Evidence
- Prospective students are informed of the skills required to be successful as distributed or online learners.
- Advance information about course requirements and resources is publicly available.
- A course and/or program plan and overview is available to students.

Strategy One:

Students and their parents/guardians (if applicable) are informed of the skill set required to be a successful student. This includes informing them verbally and on the GROW Website of the following criteria for success:

Online Courses (Grades 8 – 12):

- Online courses allow you to complete your coursework anywhere and at any time of day. Despite this flexibility, online learners don't set the pace for their studies. Courses have start and end dates, and instructors set the pace by requiring specific deadlines for all coursework. It is very important for students to keep up with due dates and participate actively in their course.
- Online courses are delivered through a program called Moodle. You can access course content, participate in discussions, and submit assignments online through Moodle. We recommend that you review the Moodle Student Guide to familiarize yourself with this program.

- To take an online course, you will need regular access to a computer in desktop or laptop form (not a tablet or phone) for extended periods of time. You will also need a reliable Internet connection so you can participate in your course and check your student email regularly.

Learning online is quite different from learning in a traditional classroom. Before deciding to enroll in a distance course, students must ask themselves the following questions:

1. Am I self-motivated, self-disciplined, and able to meet deadlines without close supervision?

    Yes ☐   No ☐

2. Will I be able to devote at least 5 hours per week per course to engaging with course materials and completing assignments? Your course may require more or less time, but you should budget for a minimum of 5 hours per course.

    Yes ☐   No ☐

3. Will I have regular access to a computer with a reliable Internet connection for extended periods of time?

    Yes ☐   No ☐

4. I am comfortable creating documents on a computer and with instructions using a computer to talk to my teacher?

    Yes ☐   No ☐

5. Do I know how to send and receive email messages, use Microsoft Teams, attach files, and browse for information online?

    Yes ☐   No ☐

6. Will I engage with other students and my teacher in an online format (Microsoft Teams) on a regular basis (weekly)?

    Yes ☐   No ☐

7. I will submit work to my instructor every week, but if I do not submit work after two weeks I risk being withdrawn from the class.

    Yes ☐   No ☐

8. As a student I like to read, write, and learn math?

    Yes ☐   No ☐

9. Am I an independent learner with good reading skills and study habits?

Yes ☐   No ☐

10. Do I have a supporting adult who can help me with the course and keep me working on the course (help to motivate me along) if my instructor is not available?

Yes ☐   No ☐

If students answered "yes" to these questions, then they are a good candidate for online learning. If they answered "no" to one or more questions, then online learning will be challenging for the student.

Paper Courses (Grades K – 7):

- Paper courses allow you to complete your coursework anywhere and at any time of day. Despite this flexibility, learners don't set the pace for their studies. Courses have start and end dates, and instructors set the pace by requiring specific deadlines for all coursework. It is very important for students to keep up with due dates and participate actively in their course.
- To take a paper-based course, it is ideal that the student will need regular access to a computer in desktop or laptop form (not a tablet or phone) for extended periods of time to complete assignments. You will also need a reliable Internet connection so you can check your student email and Teams regularly as you communicate with your teacher.

Learning via a paper-based course is quite different from learning in a traditional classroom. Before deciding to enroll in a distance course, students and their parents/guardians must ask themselves the following questions:

1. As a student I am able to work by myself, or with help from my parent(s)/guardian(s) to do my daily amount of schoolwork?

Yes ☐   No ☐

2. Will I be able to devote at least 5 hours per week per course to engaging with course materials and completing assignments? You may require more or less time, but you should budget for a minimum of 5 hours per week per course.

Yes ☐   No ☐

3. Will I have regular access to a computer with a reliable Internet connection for long periods of time to create documents on a computer and use the computer to talk to my teacher?

Yes ☐   No ☐

4. As a student I like to read, write, and learn math?

Yes ☐   No ☐

5. Do I have a supporting adult who can help me with the course and keep me working on the course (help to motivate me along) if my instructor is not available?

Yes ☐   No   ☐

If students answered "yes" to these questions, then they are a good candidate for distance learning. If they answered "no" to one or more questions, then online learning may be challenging for the student.

Parent/Guardian Enrollment Agreement

By enrolling their child into GROW Distance Education, Parents must recognize that:

1. All Elementary, Elementary Rural Secondary Schools, and Secondary Schools in School District No. 27 have a designated "catchment area." These catchment areas are used for School Districts to staff the catchment school with teachers and support staff. If your child is currently enrolled into a neighborhood school, and your child enrolls in GROW (Graduation Routes Other Ways), then the spot that your child has with their current school may no longer be available to them if you choose to return to that school. Therefore, if at any time you decide that you would like to withdraw your child from Graduation Routes Other Ways, you may apply back to your child's previous school, but the return of the child to that school will only happen if or once space becomes available.
2. My child is enrolled in a BC public school program funded by the Ministry of Education.
3. I understand that I will be required to work collaboratively with a School District #27 teacher to develop and then approve a Student Learning Plan for my child.
4. All students must complete a "Substantive" Assignment (approximately 5% of the course for each course) within three weeks or less of enrollment and return the assignment back to their teacher.
5. I commit to submitting sufficient work samples of student work on a bi-weekly basis to ensure ongoing progress is being made per the BC Ministry of Education guidelines for reporting.
6. I understand that summative assessment/reporting is the sole responsibility of the teacher, however, daily monitoring, supervision, and ongoing feedback (marking) are the responsibilities of the parent educator.
7. I understand that I must use materials that meet the BC Ministry of Education Learning Standards, and as such are approved by my child's teacher.
8. I accept responsibility for the proper care, security of learning resources provided by the DL program and will return them at the end of the school year or if my child is withdrawn from the program.

Strategy Two:

Advance information about course requirements and resources is publicly available.
A course and/or program plan and overview is available to students.

On the GROW Website, the following will be presented for students and applicable parents/guardians:

- Program offerings (Primary, Intermediate, Junior and Senior High) for both under 18 years of age and over 18 years of age.
- Dogwood and Adult Dogwood Graduation Schedules
- Course availability including the types of courses by grade (paper or online format)

- Program information for students – is GROW right for me, and how will I work with my teachers and other students?
- Sample Student Learning Plan
- Code of Conduct
- Registration information
- Contact information

1.1.2   Each student has a clearly articulated student learning plan.

Supporting Evidence
- Student learning plans are on file for all active students.
- Registration processes include opportunities for students to complete a student learning plan or include reference to an existing student learning plan.
- The student learning plan references provincial and Board/Authority Approved learning outcomes and resources required to meet them.

Strategy One:

Student learning plans are on file for all active students.

- Student Learning Plans are completed for all students on a yearly basis.

Strategy Two:

Registration processes include opportunities for students to complete a student learning plan or include reference to an existing student learning plan.
The student learning plan references provincial and Board/Authority Approved learning outcomes and resources required to meet them.

- Upon student completion of their registration (which is completed on a yearly basis), the student and parent/guardian (if applicable) will be able to reassess the previous learning plan and build upon its successes.
- The student learning plan references learning outcomes that are provincially mandated and applicable resources that support those learning outcomes.

1.2   Instruction to students about participation in activities, productive dialogue, and task expectations, as well as instruction to help students master content and achieve learning outcomes, is provided.

1.2.1   Students are provided support to be successful in an online/distributed learning environment.

Supporting Evidence
- Students are assessed for their ability to succeed in an online learning environment.

- Registration, advising, counselling, and program planning support are provided.
- Instructional support services and resources are available and communicated to parents and students.

Strategies:

- Students and parents/guardians (if applicable) are provided information on the School District Website before registration if the GROW program will meet their academic and social needs.
- Upon registration, an interview occurs with the student and parents/guardians (if applicable) to ensure that the GROW program will meet the needs of the students.
- Weekly newsletters via website and direct emails to students, parents, and guardians ensure a constant flow of information to ensure that the online/distance students have the knowledge to be successful with success stories and information on the "GROW" experience. Furthermore, these communications will detail instructional supports that are available that are online and in-person.
- Teachers are in constant contact with their students to arrange for online and in person meetings to review the current status of the student's progress, assist with difficulties they may be having, provide assessment and resources as necessary.

  1.2.2   Students are provided information about academic integrity and netiquette (internet etiquette) for lesson activities, discussions, email communications, and plagiarism. Expectations, roles and responsibilities of the parent, student and teacher are written and communicated to students. Privacy policies are clearly stated.

Strategies:

The following GROW Code of Conduct will be placed on the GROW website and communicated to all staff and students upon registration and reinforced throughout the school year in Moodle and in teacher communications to students.

Code of Conduct

At GROW we strive to provide a safe and caring environment for all learners in all environments.

Demonstrating positive conduct is the shared responsibility of students, staff, parents/guardians and the broader community at any school or school related activity and at any location, including online.

All members of the GROW community have an obligation to:

- Respect property, environment, personal space, and privacy.
- Support Learning.
- Model courtesy, kindness, and respect to self and others.
- Promote safety at all times.
- Respect differences in people, their ideas, and opinions and treat them fairly regardless of their race, ancestry, place of origin, color, ethnic origin, citizenship, religion, marital status, family

status, physical or mental disability, gender, sexual orientation, gender identity or expression and age.

- Dress in a manner that does not cause health or safety concern or promote or signify violent intent or illegal acts.

Safe and Caring School Environments are free from the following in an in-person or digital communication or behavior:

- Bullying, cyberbullying, harassment, threat and intimidation, violence in any form.
- Misuse of cyberspace, cellphones, electronic devices, computers – students are to be aware that misuse of technology may be subject to discipline and/or confiscation of personal property.
- Interfering with the learning and working of others.
- Unsafe or illegal behavior including use or possession of intoxicating, banned, or controlled substances (alcohol, drugs, or tobacco in any form).

Responses to Inappropriate and/or Unacceptable Behavior:

Consequences of unacceptable behavior will consider the student's age and maturity as well as severity and frequency of actions. Whenever possible, the focus will be on restorative action.

10 Best Rules of Internet Communication (Netiquette)

1. The Golden Rule: Treat others like you would like to be treated.
2. No Flaming: FLAME is a personal insult communicated through the internet – reread your posts and comments before hitting send and ask yourself if the message will cause "FLAMES."
3. Don't type in ALL CAPS: People may misinterpret it as aggressive or anger.
4. Don't SPAM: SPAM is any unsolicited email from an unknown source; in other words, not sending a message to someone who you do not know or would not be expecting your message.
5. Keep it appropriate: Never write or say anything that you wouldn't let someone else read such as a parents or teacher. Electronic messages are archived and available for the "administrator" to view if required.
6. Obey Copyright Laws: Don't steal someone else's idea, property, and rights.
7. Use Proper Grammar and Spelling: Errors diminish the credibility of the message.
8. Be Honest/Be Yourself: Tell the truth, and do not pretend to be someone else.
9. Follow the TOS: Terms of Service which are the rules and policies of the site you are using.
10. Research your Facts/Cite your Sources: Make sure what you post/cite/forward etc. is factual and cite your sources when possible of your facts.

   Source: https://prezi.com/nnotuagyrq0s/netiquette/

1.3   Students are helped to identify areas of contention on course topics, clarify their thinking about course topics, focus discussion on relevant issues, and explore new concepts in the course.

   Supporting Evidence

- Communication from teachers in correspondence and online forums provides guidance and clarification for students to assist their learning.
- Course design incorporates opportunities for students to engage in higher-order thinking, critical-reasoning activities, and thinking in increasingly complex ways.
- Teachers assist students in identifying bias in point of view.

Strategies:

- As the teachers interact with the students both in person and virtually, constant perception checking occurs as to the student progress and guidance provided where necessary.
- Course materials engage the students in higher-order thinking necessitating critical and reasoning activities for students to complete.
- Curriculum design and redevelopment occurs consistently due to feedback from student performance. Curriculum is delivered in either online formats or paper/textbook formats.

1.4   Appropriate student resources, learning materials and content that meet the highest standards for quality and student usability are selected and/or developed.

   Supporting Evidence
   - Content meets the *Standards for Digital Learning in BC*. Learning resources selected meet BC IRP requirements.
   - Content is used in accordance with the Canadian Copyright Act, and any other legally recognized licenses and permissions.

Strategies:

- Online courses delivered via Moodle. Courses are designed by WCLN (Western Canadian Learning Network) and meet BC Curriculum Learning Standards and adapted as deemed necessary to meet local needs.
- Content on WCLN utilizes content made for WCLN or is available for consumption without copyright requirements.
- Paper-based content is developed utilizing the BC Curriculum Standards which are reflected in the Learning Plans developed for each student.
- Curriculum Packages by Grade (gov.bc.ca)

1.6   Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades.

   Supporting Evidence
   - Formative assessment with descriptive dialogue is frequent and ongoing.
   - Summative assessment is completed when required to allow for an evaluation of a student's progress in achieving the learning outcomes.
   - Assessment materials provide the teacher with the flexibility to assess students in a variety of ways.

- Assessment uses appropriate technologies, is consistent with the BC Performance Standards and supports learning by guiding instruction.

Strategies:

- Students are contacted on a scheduled basis (either in person or virtually) to assess their current progress and feedback occurs in a formative manner.
- Summative assessment occurs as per the Ministry Orders whereby staff create three summative reports per year for grades K – 7 and four reports per year for grades 8 – 12.
- Assessment materials involve paper, online, and district/provincial assessments for standardized testing.

2. Fostering Social Learning

2.1   A sense of belonging and community for students is fostered.

Supporting Evidence
- Students are provided access to a community of learners.
- Students have opportunities to work with peers on an ongoing basis.
- Group work activities are incorporated into instruction.

Strategies:

- Students meet either virtually or in person with their teacher on a regularly scheduled basis.
- Students are provided the opportunity for virtual group sessions to work together in common projects and sharing sessions on a regularly scheduled basis.

2.2   The development of a sense of community among course participants is encouraged.

Supporting Evidence
- Networking software is available to initiate and engender community.
- Students have frequent opportunities to provide feedback on their learning experience as well as peer's.

Strategies:

- Where appropriate (students have the internet technology and computer hardware in their homes) students have access to Moodle and Microsoft Teams for virtual connections with staff and students.
- Given both virtual and in person sessions, students have the opportunity to provide feedback on their learning experience to both their teacher and fellow students.

2.3   Student expression in online discussion is supported and builds a sense of collaboration.

Supporting Evidence

- The learning environment supports active engagement between and among students and teachers through asynchronous and synchronous strategies.
- Teachers actively monitor and encourage student engagement.
- Strategies are in place to encourage engagement of all students in their learning program, including consequences for non-participation.

Strategies:

- Students meet either virtually or in person with their teacher on a regularly scheduled basis.
- Student progress is actively monitored by record keeping of work completed.
- Students and their parents/guardians are contacted when progress encouragement is required.
- Consequences for non-participation are discussed with the students and their parents/guardians.

WHAT ARE OUR CONSEQUENCES?

2.3   The use of a variety of communication strategies, including online strategies, for social interaction among students and teacher is fostered.

   Supporting Evidence
   - Regular teacher/student and student/student interaction occurs through a variety of means such as face-to-face, online synchronous, and asynchronous communications, telephone, text/audio/video exchange, or instant messaging.
   - Student learning programs make use of, and students have access to, school, district, and/or community-based sponsored curricular and extra-curricular activities or events (e.g., clubs and sports teams).
   - Teachers use onsite or online real-time, live instructional strategies.

Strategies:

- Students meet either virtually or in person with their teacher on a regularly scheduled basis.
- Student activities that support their learning (extra-curricular activities, home projects, chores, employment experience) is used to support students in their learning outcomes.
- Teachers use live instructional strategies via Teams and Moodle as they connect with their students.

3.   Stimulating Cognitive Processes

3.1   Student interest in course issues and content is fostered, while the development of new perspectives through student reflection is supported.

   Supporting Evidence
   - Teachers use a variety of instructional approaches appropriate to intended learning outcomes and audience.
   - Students are provided a variety of ways to engage with, and reflect on, content.

- Students are encouraged to submit reflections using a variety of communication tools.

Strategies:

- Online learning programs utilize a variety of reflection methods as students engage with their learning outcomes. These include online interaction programs, worksheets, projects, and utilization of household and community resources as students engage with their learning outcomes.
- Students provide their learning feedback to their teacher via paper, video, audio, and discussion either in person or via video conference via Teams.

3.2   Teachers create processes and content that foster student engagement.

   Supporting Evidence
   - Teachers incorporate group work into program instruction and as a part of ongoing assessment.
   - Students are supported as active participants in their learning program and demonstrate responsibility for their own learning.

Strategies:

- Students are provided where appropriate the opportunity to work together in groups either in-person or virtually via group sessions.
- Students are required to complete their lessons with a timeline where milestones need to be completed (this is done in conjunction with the Parents/Guardians and their Teacher).
- Lessons use a variety of resources that are digital, manipulatives, paper, and student projects that required student construction and/or experimentation.

3.3   Students are encouraged to use a variety of information sources, techniques, and approaches to solutions when exploring problems.

   Supporting Evidence
   - Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.
   - 21st Century Skills are emphasized in the course.

Strategies:

- Students are provided access to use the BC Digital Collection of Online Resources.
- To complete lessons, students are encouraged to utilize local resources available not only in paper form, but "around" their home and community to incorporate learning from local resources and people in their home and community.
- Lessons use a variety of resources that are digital, manipulatives, paper, and student projects that required student construction and/or experimentation.

4. Planning for Learning

4.1   A shared vision for distributed learning and e-Learning is created.

Supporting Evidence
- Schools and organizations offering distributed and online learning programs have a rationale and vision for the program.
- Management staff include distributed learning programs in their review process.

Strategies:

- Schools utilizing GROW assistance (GROW Teachers provide courses to students in other school such as WL Campus and PSO) form an operational plan with GROW.
- Senior Management is consulted and provides input on the operation and goals of GROW.

4.2   The creation and implementation of group goals is fostered, direction is set, and activity is monitored and evaluated.

Supporting Evidence
- The school uses student and provincial-level data to improve program quality.
- Educators consider student and provincial-level data when refining the eLearning program choices and experiences for students.
- Educators monitor student level data to improve instruction, student achievement and program completion.

Strategies:

- GROW utilizes provincial and district level assessments to examine the competency of the students and where instructional practices need to evolve to improve student performance.
- Schools utilizing GROW assistance (GROW Teachers provide courses to students in other school such as WL Campus and PSO) form an operational plan with GROW.
- Senior Management is consulted and provides input on the operation and goals of GROW.

4.3   Administration process, budget, and staffing are sufficient to support e-Learning.

Supporting Evidence
- The majority of funds generated through student enrolment are used to support the e-Learning program and obtain resources for it.
- Where special program funding applies, there is evidence of additional services or support provided to students.
- The school is appropriately staffed to support student demand.

Strategies:

- GROW is staffed to the level of funding generated.
- Special Program Funds are not claimed due to an inability to successfully provide the services the students require (requires daily school attendance).

4.4   Site, equipment and learning resources are sufficient to meet the e-Learning standards.

Supporting Evidence

- School and organization infrastructure supports e-Learning requirements.
- Required hardware and software purchases and upgrades are completed on a regular basis.
- Content development support and resources for content selection are provided.
  - Resources to support unique needs of students in an online learning environment are available.

Strategies:

- GROW staff have appropriate computer hardware to complete their assigned duties.
- Students are not provided hardware to utilize.
- Appropriate computer hardware is available in the school when students are in attendance.

4.5   Management staff identifies a lead educator to support teaching and learning in an eLearning environment.

Supporting Evidence

- Responsibility for distributed learning and e-Learning programs is assigned to a senior-level manager.
- Management meet and assist teachers as to improving e-Learning program quality.
- Senior-level managers and school leaders participate in provincial meetings, workshops, conferences, and activities supporting e-Learning.

Strategies:

- GROW Distributed Learning has an administrator assigned to the program.
- School Administrator works with senior management on the operation and goals of the program.
- GROW staff and administration attend provincial level meetings, workshops, and conferences that support e-Learning.

5. Supporting Instruction and Learning

5.1   High performance expectations for staff and students are set.

5.1.1 Instruction reflects current best and promising practices that support quality learning experiences.

Supporting Evidence

- Teachers demonstrate competencies in using data from assessments and other data sources as information to modify instructional methods and content, and to guide student learning.
- Evidence-based research is used to guide and influence the selection of instructional strategies.
- Teachers examine and adapt their instructional practice to maximize the benefits of the online learning environment.
- Student achievement shows progress towards high academic results.
  - Regular surveys of student satisfaction are taken, and the results made public.

Strategies:

- Student learning "packages" are developed and modified based upon feedback from students and changes to curriculum as necessary to meet learning outcomes.
- Student assessments are completed when required – both Provincially and Locally – and the data used to drive instruction that is tailored to each student's current level of learning.
- Student learning "packages" are modified to ensure student success and updated throughout the year as student capabilities improve.
- Student/Parent surveys are conducted to determine service levels and where changes may be required.

5.1.2   An exam invigilation policy is in place.

Supporting Evidence
- Students are supervised by appropriate personnel when participating in summative assessments.
  - Students participate in, invigilated provincial-level standardized testing, provincial exams, and national and international assessments or their equivalents.

Strategies:

- Students are provided an appropriate location in the GROW learning facility for summative assessments.
- Students are provided an appropriate location in the GROW learning facility for provincial level standardized testing and international assessments as appropriate.

5.2   All teachers are qualified and trained, and instructional support is provided for staff.

5.2.1   Teachers have sufficient qualifications, skills, and knowledge to effectively meet legislative requirements and the *Standards for K12 Distributed Learning in BC*.

Supporting Evidence
- A member of the BC College of Teachers assesses and evaluates student progress.
- Management staff acknowledge the skill sets, processes and resources required to deliver quality e-Learning programs and support educators in meeting them.

•	Recruitment processes are designed to select teachers familiar with teaching and learning in an e-Learning environment or ensure that new teachers receive adequate training in online teaching.

Strategies:

- All teachers are members of the BC College of Teachers.
- Teaching staff is supported by the school administration in the successful skills required to support a digital learning environment.
- Recruitment is designed to select teachers who have experience with the digital learning environment.

5.2.2	A comprehensive staff development program exists that provides instructional support for staff.

Supporting Evidence
- The school provides access to professional learning opportunities relevant to distributed and online learning.
- Teachers are informed about, and engaged in, new and emerging practices.
•	Teachers are provided training and support specific to instruction in an eLearning environment.

Strategies:

- Teaching staff is supported by the school administration in the successful skills required to support a digital learning environment.
- Information on successful eLearning practices is passed to staff during Professional Development events and regular staff meetings.
- Support is provided by the administration on implementing changes to the eLearning practices.

5.3	Staff are assisted in the creation of processes and content that foster student engagement.

Supporting Evidence
- Training and time is provided to staff to support them to adapt and modify learning activities to meet individual needs and learning styles.
- The school places a high value on group work as an integral part of instruction and assessment.
•	Strategies are designed to support students as active participants in their learning program.

Strategies:

- Teaching staff is provided time to adapt and modify learning activities to meet individual and group needs and learning styles.
- Utilizing digital communication tools (i.e. Teams and Moodle), students and teachers have the digital tool to successfully meet in individual and group sessions.

6. Communicating About Learning

6.1   Structures that foster collaboration in an e-Learning environment are created.

   Supporting Evidence
   - Discussion forums are evident and student postings are part of the assessment strategy.
   - Project-based group work is integrated into the teaching and learning process.
     - Two-way communication between and among teacher and students is evident.

Strategies:

- Microsoft Teams is the platform utilized for chat, video, and discussion forums between the teaching staff and their students.
- Utilizing digital communication tools (i.e. Teams and Moodle), students and teachers have the digital tool to successfully meet in individual and group sessions to share their ideas, progress, and projects.

6.2   Productive relations with parents and the community are created.

   Supporting Evidence
   - Communication between parents and the school is ongoing and frequent.
   - Parents are provided with program information and expectations and given the opportunity to provide feedback on their child's learning experience.
   - Strategies are in place to engage parents in their children's learning.
   - Consultative meetings and two-way dialogue between parents and teachers occurs during such times as enrolment and reporting.
   - Parents know about and have the opportunity to be involved in school planning and activities.

Strategies:

- Parents/Guardians and Students are provided a weekly newsletter (sent via email and on the school's website) on Student Success Stories, Teacher Stories, GROW Happenings, and Interesting Projects for students to complete.
- The school's Parent Advisory Council has monthly meetings for parents/guardians to share their experience with the school administration and staff.
- Parents/Guardians and Students communicate their success and struggles to staff on a continual basis, and adjustments are made by the school when deemed necessary for the individual student, group of students, or the school in general.

6.3   Teacher and student accomplishments are recognized and celebrated.

   Supporting Evidence
   - School communication features individual teachers and students.
   - Public events recognize student progress and teacher accomplishments.

- Parents/Guardians and Students are provided a weekly newsletter (sent via email and on the school's website) on Student Success Stories, Teacher Stories, GROW Happenings, and Interesting Projects for students to complete.
- Multiple year celebrations occur to (Christmas, Easter etc.) to have an opportunity for staff, students, and parents/guardians to meet and share their experiences about GROW.

Grade 10 to 12 Adult and Regular Graduation Learning Plans

Graduation Routes Other Ways Adult Dogwood Graduation Plan

Attachments (PSR Card and Diploma Verification)

Name:	Date:

Graduation Plan

Standard Graduation ☐

Trades Graduation ☐

College/University Graduation ☐

Applicable Certificates or Life Experience to Course Completion

Life Goals:

Graduation Schedule

Math 11 (or 12)

Accounting ☐ Grade 11

Workplace ☐ Grade 11 or 12

Foundations ☐ Grade 11 or 12

Pre-Calculus ☐ Grade 11 or 12

Other: ☐ _____

Language Arts 12

English Studies 12 ☐

Other: ☐ _____

Three Other Grade 12 Courses

_____ 12

_____ 12

_____ 12

Notes:

_____

_____

_____

Currently Assigned Courses 2022 - 2023

Course	Date Assigned	Date Active	Date Completed	Grade

Student Acknowledgement of the Distance Learning Program

Online Courses:

- Online courses allow you to complete your coursework anywhere and at any time of day. Despite this flexibility, online learners don't set the pace for their studies. Courses have start and end dates, and instructors set the pace by requiring specific deadlines for all coursework. It is very important for students to keep up with due dates and participate actively in their course.
- Online courses are delivered through a program called Moodle. You can access course content, participate in discussions, and submit assignments online through Moodle. We recommend that you review the Moodle Student Guide to familiarize yourself with this program.
- To take an online course, you will need regular access to a computer in desktop or laptop form (not a tablet or phone) for extended periods of time. You will also need a reliable Internet connection so you can participate in your course and check your student email regularly.

Learning online is quite different from learning in a traditional classroom. Before deciding to enroll in a distance course, students must ask themselves the following questions:

1. Am I self-motivated, self-disciplined, and able to meet deadlines without close supervision?

   Yes ☐   No ☐

2. Will I be able to devote at least 5 hours per week per course to engaging with course materials and completing assignments? Your course may require more or less time, but you should budget for a minimum of 5 hours per course.

   Yes ☐   No ☐

3. Will I have regular access to a computer with a reliable Internet connection for extended periods of time?

   Yes ☐   No ☐

4. I am comfortable creating documents on a computer and with instructions using a computer to talk to my teacher?

   Yes ☐   No ☐

5. Do I know how to send and receive email messages, use Microsoft Teams, attach files, and browse for information online?

   Yes ☐   No ☐

6. Will I engage with other students and my teacher in an online format (Microsoft Teams) on a regular basis (weekly)?

Yes ☐ No ☐

7. I will submit work to my instructor every week, but if I do not submit work after two weeks I risk being withdrawn from the class.

Yes ☐ No ☐

8. As a student I like to read, write, and learn math?

Yes ☐ No ☐

9. Am I an independent learner with good reading skills and study habits?

Yes ☐ No ☐

10. Do I have a supporting adult who can help me with the course and keep me working on the course (help to motivate me along) if my instructor is not available?

Yes ☐ No ☐

If students answered "yes" to these questions, then they are a good candidate for online learning. If they answered "no" to one or more questions, then online learning will be challenging for the student.

Student Name	
Student Signature	
Date	

Graduation Routes Other Ways Regular Graduation Plan

Attachments (PSR Card and Diploma Verification)

Name:	Date:

Graduation Plan

Standard Graduation ☐
Trades Graduation ☐
College/University Graduation ☐

Applicable Certificates or Life Experience to Course Completion

Life Goals:

Reason for Choosing DL Program

Notes:

_____

_____

_____

_____

Registration Checklist

Discussed DL Guidelines for Success:

Yes ☐   No ☐

Discussed Enrollment Agreement:

Yes ☐   No ☐

Completed Graduation Plan

Yes ☐   No ☐

Completed Student Learning Plan

Yes ☐   No ☐

Courses Entered Into MyEducation BC

Yes ☐   No ☐

Graduation Routes Other Ways Regular Graduation Plan

Grade 10

Grade 10

Language Arts – Two Classes

Composition 10

Completed	☐	2 CR
To Complete	☐	2 CR

Literary Studies 10

Completed	☐	2 CR
To Complete	☐	2 CR

New Media 10

Completed	☐	2 CR
To Complete	☐	2 CR

Social Studies

Social Studies 10   ☐

Completed	☐	4 CR
To Complete	☐	4 CR

Science

Science 10

Completed	☐	4 CR
To Complete	☐	4 CR

Mathematics

Workplace Math 10

Completed	☐	4 CR
To Complete	☐	4 CR

Foundation of Mathematics and Pre-Calculus 10

Completed	☐	4 CR
To Complete	☐	4 CR

Grade 10

Career

Career Life Education 10

Completed	☐	4 CR
To Complete	☐	4 CR

Physical Education

Physical Education 10

Completed	☐	2 CR
To Complete	☐	2 CR

Grade 10 Credits Completed   _____

Grade 10 Credits to Complete   _____

Summary Notes:

_____

_____

_____

_____

Grade 11

Language Arts

Literary Studies 11

Completed	☐	4 CR
To Complete	☐	4 CR

Social Studies

Explorations in Social Studies 11

Completed	☐	4 CR
To Complete	☐	4 CR

Science

Chemistry 11

Completed	☐	4 CR
To Complete	☐	4 CR

Earth Science 11

Completed	☐	4 CR
To Complete	☐	4 CR

Life Sciences 11

Completed	☐	4 CR
To Complete	☐	4 CR

Physics 11

Completed	☐	4 CR
To Complete	☐	4 CR

Physical and Life Science 11 (Veterinary Science)

Completed	☐	4 CR
To Complete	☐	4 CR

Grade 11

Mathematics

Workplace Math 11

Completed	☐	4 CR
To Complete	☐	4 CR

Foundation of Math 11

Completed	☐	4 CR
To Complete	☐	4 CR

Pre-Calculus 11

Completed	☐	4 CR
To Complete	☐	4 CR

Business Education

Marketing and Promotion 11
Advertising and Sales ☐
OR Sports and Entertainment ☐

Completed	☐	4 CR
To Complete	☐	4 CR

Home Economics and Culinary Arts

Food Studies 11 (Nutrition and Wellness)

Completed	☐	4 CR
To Complete	☐	4 CR

Interpersonal and Family Relationships 11 (Real World Parenting)

Completed	☐	4 CR
To Complete	☐	4 CR

Graduation Routes Other Ways Regular Graduation Plan
Grade 11

Grade 11 Credits Completed   _____

Grade 11 Credits to Complete   _____

Summary Notes:

_____

_____

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Graduation Routes Other Ways Regular Graduation Plan

Grade 12

Grade 12

English Language Arts

English Studies 12

Completed	☐	4 CR
To Complete	☐	4 CR

Mathematics

Foundations of Math 12

Completed	☐	4 CR
To Complete	☐	4 CR

Pre-Calculus 12

Completed	☐	4 CR
To Complete	☐	4 CR

Social Studies

Comparative Cultures	☐
Comparative World Religions	☐
Genocide Studies (Holocaust)	☐
Human Geography	☐
Law Studies	☐
Philosophy	☐
Physical Geography	☐
20th Century World History	☐

Completed	☐	4 CR
To Complete	☐	4 CR

Notes on Social Studies:

_____

_____

Grade 12

Business Education

Entrepreneurship 12

Completed	☐	4 CR
To Complete	☐	4 CR

Tourism 12

Completed	☐	4 CR
To Complete	☐	4 CR

Foundation Studies

Career-Life Connections 12

Completed	☐	4 CR
To Complete	☐	4 CR

Home Economics and Culinary Arts

Child Development and Caregiving 12

Completed	☐	4 CR
To Complete	☐	4 CR

Culinary Arts 12

Completed	☐	4 CR
To Complete	☐	4 CR

Notes:

_____

_____

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_____

Graduation Routes Other Ways Regular Graduation Plan

Grade 12

Grade 12

Physical and Health Education Sciences

Active Living 12

Completed	☐	4 CR
To Complete	☐	4 CR

Anatomy and Physiology 12

Completed	☐	4 CR
To Complete	☐	4 CR

Specialized Science 12
Nursing ☐
OR Forestry ☐
OR Agriculture ☐

Completed	☐	4 CR
To Complete	☐	4 CR

Notes on Specialized Science

_____

_____

Grade 12

Electives

Protective Services 12 (Criminology)

Completed	☐	4 CR
To Complete	☐	4 CR

Psychology 12

Completed	☐	4 CR
To Complete	☐	4 CR

Social Sciences 12 (Forensic Science)

Completed	☐	4 CR
To Complete	☐	4 CR

Summary

Total Grade 12 Credits _____

Total Credits Summary (Graduation):

Total Grade 10 Credits _____

Total Grade 11 Credits _____

Total Grade 12 Credits _____

Total Credits: _____

Provincial Assessments

Grade 10 Literacy Assessment to Complete?

Yes ☐   No ☐

Grade 10 Numeracy Assessment to Complete?

Yes ☐   No ☐

Grade 12 Literacy Assessment to Complete?

Yes ☐   No ☐

Currently Assigned Courses 2022 - 2023

Course	Date Assigned	Date Active	Date Completed	Grade

Parent/Guardian and Student Acknowledgement of the Distance Learning Program

Online Courses:

- Online courses allow you to complete your coursework anywhere and at any time of day. Despite this flexibility, online learners don't set the pace for their studies. Courses have start and end dates, and instructors set the pace by requiring specific deadlines for all coursework. It is very important for students to keep up with due dates and participate actively in their course.
- Online courses are delivered through a program called Moodle. You can access course content, participate in discussions, and submit assignments online through Moodle. We recommend that you review the Moodle Student Guide to familiarize yourself with this program.
- To take an online course, you will need regular access to a computer in desktop or laptop form (not a tablet or phone) for extended periods of time. You will also need a reliable Internet connection so you can participate in your course and check your student email regularly.

Learning online is quite different from learning in a traditional classroom. Before deciding to enroll in a distance course, students must ask themselves the following questions:

1. Am I self-motivated, self-disciplined, and able to meet deadlines without close supervision?

   Yes ☐   No ☐

2. Will I be able to devote at least 5 hours per week per course to engaging with course materials and completing assignments? Your course may require more or less time, but you should budget for a minimum of 5 hours per course.

   Yes ☐   No ☐

3. Will I have regular access to a computer with a reliable Internet connection for extended periods of time?

   Yes ☐   No ☐

4. I am comfortable creating documents on a computer and with instructions using a computer to talk to my teacher?

   Yes ☐   No ☐

5. Do I know how to send and receive email messages, use Microsoft Teams, attach files, and browse for information online?

   Yes ☐   No ☐

6. Will I engage with other students and my teacher in an online format (Microsoft Teams) on a regular basis (weekly)?

Yes ☐ No ☐

7. I will submit work to my instructor every week, but if I do not submit work after two weeks I risk being withdrawn from the class.

Yes ☐ No ☐

8. As a student I like to read, write, and learn math?

Yes ☐ No ☐

9. Am I an independent learner with good reading skills and study habits?

Yes ☐ No ☐

10. Do I have a supporting adult who can help me with the course and keep me working on the course (help to motivate me along) if my instructor is not available?

Yes ☐ No ☐

If students answered "yes" to these questions, then they are a good candidate for online learning. If they answered "no" to one or more questions, then online learning will be challenging for the student.

Student Name	
Student Signature	
Date	

Parent/Guardian Name	
Parent Guardian Signature	
Date	

Parent/Guardian Enrollment Agreement

By enrolling their child into GROW Distance Education, Parents must recognize that:

1. All Elementary, Elementary Rural Secondary Schools, and Secondary Schools in School District No. 27 have a designated "catchment area." These catchment areas are used for School Districts to staff the catchment school with teachers and support staff. If your child is currently enrolled into a neighborhood school, and your child enrolls in GROW (Graduation Routes Other Ways), then the spot that your child has with their current school may no longer be available to them if you choose to return to that school. Therefore, if at any time you decide that you would like to withdraw your child from Graduation Routes Other Ways, you may apply back to your child's previous school, but the return of the child to that school will only happen if or once space becomes available.
2. My child is enrolled in a BC public school program funded by the Ministry of Education.
3. I understand that I will be required to work collaboratively with a School District #27 teacher to develop and then approve a Student Learning Plan for my child.
4. All students must complete a "Substantive" Assignment (approximately 5% of the course for each course) within three weeks or less of enrollment and return the assignment back to their teacher.
5. I commit to submitting sufficient work samples of student work on a bi-weekly basis to ensure ongoing progress is being made per the BC Ministry of Education guidelines for reporting.
6. I understand that summative assessment/reporting is the sole responsibility of the teacher, however, daily monitoring, supervision, and ongoing feedback (marking) are the responsibilities of the parent educator.
7. I understand that I must use materials that meet the BC Ministry of Education Learning Standards, and as such are approved by my child's teacher.
8. I accept responsibility for the proper care, security of learning resources provided by the DL program and will return them at the end of the school year or if my child is withdrawn from the program.

Parent/Guardian Name	
Parent Guardian Signature	
Date	

Distributed Learning Versus Homeschooling

The differences between Distributed Learning (DL) and Homeschooling programs is as follows:

Distributed Learning Students	Homeschooled Children
Students are enrolled in a public or independent school distributed learning program where the majority of their learning takes place at a distance:	Homeschooled children are registered at a school (public, francophone of independent school) in the Province by September 30th each year:
• DL Program is the responsibility of the public or independent school • DL Program is directed and supervised by a British Columbia certified teacher (parents may assist in facilitating the learning process, but are not the teachers) • DL Program must meet Provincial standards as outlined in the School Act or Independent School Act • Students must receive on-going regular assessments, report cards, provincial letter grades and a permanent student record, as would students in a neighborhood school	• Homeschooled children's educational program is the responsibility of the parent/guardian to provide and supervise the educational program • Homeschooling program does not have to meet provincial standards • Homeschooling is not inspected by the Ministry of Education • Homeschoolers in Grades 10 to 12 have the option to write provincial exams • Students do not receive a British Columbia Dogwood graduation certificate

Distributed Learning Students	Homeschooled Children
• School districts receive the same annual per pupil funding for students enrolled in a distributed learning program as they do for students enrolled in a school.	• A registered school district receives $250.00 per child and an independent school receives $175.00. • These funds are provided for administering the registration process and offering educational resources and assessment instruments to parents. • Homeschooled children may write Grade 12 provincial examinations at their registering school and receive a Ministry examination (not course) mark.

Comparisons at a Glance	Traditional Homeschooling	Public School DL	Independent School DL
Must meet the Learning Outcomes of the BC Curriculum	No	Yes	Yes
Learning must be supervised by a BC Teacher	No	Yes	Yes

Students must use District or School approved resources	No	Yes	Yes
Student's progress must be evaluated by teacher and report cards are to be prepared by teacher 3 times a year (K – 7) and 4 times a year (8 – 12)	No	Yes	Yes
Must participate in Provincial Testing (Graduation Exams and Foundation Skills Assessment for Grades 4 and 7)	No	Yes	Yes
Religious texts/resources may be used	Yes	No	Yes
Status of student with school	Registered	Enrolled	Enrolled

GROW Parent/Student Education Plan/Learning Support Structure

In GROW Distance Education, students are provided with materials by their teacher, but the Parent/Guardian is the most important link between the teacher and the child. This is true because the GROW Teacher supports the parent in how to teach their child (this is especially true in grades K – 7). Therefore, in all grades, it is the responsibility of the parent to ensure that their child is:

1. Taught the materials (parent teaches the child the curriculum)
2. Staying on task with a regular schedule
3. Meeting deadlines to complete their assigned work

To facilitate a child's learning, a parent/guardian at GROW needs to create a student learning structure in consultation with their child's teacher.

Please complete the information below that will be reviewed by the GROW Administration and your child's teacher (please complete one form for each child):

Support Structure	Response
Who is/are the child's support "teachers" at home?	
Do the "teachers" at home have the skills to teach your child Oral Language skills, Reading Skills, Writing Skills, and Mathematics at the child's grade level?	**Yes / No**
What assistance do you need from the GROW Teachers to help the home "teachers" teach your child?	
How many days per week does the support "teacher" at home have to teach their child?	
How much time do the "teachers" at home have to spend with the student each day (there should be at least three to four hours of learning time each day)?	

HOW WOULD YOU STRUCTURE YOUR CHILD'S DAY; PLEASE COMPLETE THE SCHEDULE BELOW.

Child's Structure	Response
List your child's school schedule Monday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**
List your child's school schedule Tuesday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**
List your child's school schedule Wednesday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**
List your child's school schedule Thursday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**

List your child's school schedule Friday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**
List your child's school schedule Saturday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**
List your child's school schedule Sunday	**Morning Schedule** **Afternoon Schedule** **Evening Schedule**