



Education Outreach

where

Quality is Constant and Time is Variable

Handbook



2009-2010

Welcome to Education Outreach, a Distributed Learning Centre

The staff of Education Outreach would like to welcome your family to our educational program. We take pride in offering a quality educational experience within a caring and supportive environment.

The staff members for the 2009 - 2010 school year are

Karen Hoover:	Grades K-5 and Activities Coordinator:
Dan Heinrich:	Grades 6-9, PE 10-12, Languages, and Library
Heather Leask:	Grades 10-12, Graduation, Technology, and Curriculum Advisor
TBA:	Grades 10-12 Math and Sciences and general course support
Barb Archibald:	Education Support Worker
Deb Giles:	Certified Education Assistant
Di Bekker:	Secretary
Cindy Spottock:	Secretarial Support
Dave Witt:	Principal and Asst. Superintendent SD 83

What Is Distributed Learning

Distributed Learning (DL) is a choice within the current K-12 system that responds to the unique learning needs of individual students. DL takes place outside of the bricks and mortar of the classroom, when a student is working primarily at a distance from the teacher and school. The expectation is that at least 50% of the learning is completed off site. Students may choose to enroll in a distributed learning program due to scheduling conflicts for required courses and/or because of learning preferences. Students in DL Programs control the time, place and pace of their learning. The DL Program provides students and parents the resources, support, direction and instructional assistance needed to plan and deliver provincial or district approved curriculum. Teachers assess and evaluate students' progress.

Ministry of Education Policies on Distributed Learning in BC

The Ministry of Education has established policies and procedures regarding Distributed Learning. You can access these at the website shown below:

www.bced.gov.bc.ca/policy/policies/distance_ed.htm

There are a few policies and procedures that all families in SD 83 should be aware of:

Public boards and authorities that operate a distributed learning school or program must enter into an Agreement with the Minister and be able to demonstrate that any school or program which the Agreement covers

- meets all of the requirements of the School Act and Legislation.
- meets all of the requirements of the Distributed Learning Agreement between the Board of Education and the Ministry.
- meets all Ministry of Education policies and standards.

Each public board and authority with a Distributed Learning Agreement

- ensures that students may exercise their rights under legislation to choose distributed learning instruction within a coordinated province-wide distributed learning system.
- commits to meet or exceed the British Columbia Distributed Learning Standards.
- meets policy requirements related to funds for designated resources to parents and learners.
- ensures that all learners in the board's/authority's catchment area who are receiving distributed learning instruction from anywhere in the province are receiving appropriate support.
- works to achieve a 100% participation rate in Foundation Skills Assessments and Satisfaction Surveys.

Schools may not act to prevent students from enrolling in a distributed learning school through means such as

- requiring a minimal number of courses within the student's schedule (see Form 1701 Instructions for exceptions),
- providing inaccurate information relating to credentials, provincial examinations, transcript eligibility, or other processes,
- refusing to cooperate with other schools offering distributed learning instruction.

The Distributed Learning Agreement

This agreement, which requires the signatures of the parent, child and teacher, must be signed prior to enrollment in the program. This agreement lays out the responsibilities of each party in order to work together for student success. A copy of this agreement is in the Appendix of this Handbook.

Student Learning Plan

Students in a DL Program must have a current Student Learning Plan (SLP) which is to be completed by the student in consultation with his/her parent, and teacher. The SLP, which also must be signed by all parties, details student interests, course choices, and future plans.

This document provides the student with an educational direction prior to graduation. A sample SLP is included in the Appendix to this Handbook.

Communicating With Parents and Students

At Education Outreach, meaningful and regular communications are an on-going goal of the staff. Essentially, communications with families occurs on four different levels:

- Communication via email or phone regarding progress or learning concerns.
- Regular weekly e-mail messages to all families. These cover a range of topics from cultural events to meetings and seminars.
- Informal but sustained interactions between parents, students and staff at the Outreach building. On a daily basis many students and parents visit the building and interact with the staff regarding upcoming events, resources, programs and assessments. These interactions constitute one of our more powerful communication channels.
- Focus groups. This communication method is used to provide Outreach staff with parent opinions on a limited or single topic of interest. Here, affected parents are brought together to provide insight on a specific issue(s).

Whatever the level, meaningful and ongoing communications with parents and students are a primary goal of everyone at Education Outreach. Please feel free to contact us regarding any issue at anytime.

Course Planning and Career Search

Students are encouraged and assisted with planning for their educational and vocational future.

For additional information, please speak with Heather Leask.

Graduation Check

For all EOP students in Grades 10 a yearly graduation check will be conducted. This check details the courses completed by a student and shows what courses are required to conclude the graduation process.

Graduation requirements are indicated in the appendix to this handbook.

Equivalency

School District 83 recognizes documented learning from outside the British Columbia school system that is held to be equivalent to the learning outcomes established for Ministry or locally developed courses.

If you would like to apply for equivalency credit for Grade 10, 11 or 12 level courses please see Heather Leask.

Independent Directed Studies (IDS)

Under the supervision of a teacher, students may initiate, develop and complete courses in their own areas of learning. These courses can be 1, 2, 3 or 4 credits, depending upon the time commitment for success. A 4 credit course would take, on average, 100 hours to complete.

For more information, please see Heather Leask.

Foundation Skills Assessment Program and Provincial Government Examinations

The Foundation Skills Assessment Program (FSA) is an annual program, conducted by the Ministry of Education, which serves to assess the level of reading comprehension, writing and numeracy of students in Grades 4 and 7. **All students enrolled in these two grades are expected to take part in the FSA assessments.** Students in grades 10 - 12 are required to write government exams in specific subjects: Math 10, Science 10, English 10, Socials 11/First Nations 12, and English/Communications 12. These exams are available 6 times a year (Nov, Feb, April, May, June, and August) at EOP.

Scholarships and Bursaries

A wide range of scholarships and bursaries are available to all secondary students in the province.

For the address of the website, which lists the available scholarships, please contact Heather Leask.

Dogwood and District Authority Award

Each year graduating students may apply for a \$1000 scholarship. To be eligible students need to demonstrate excellence in 1 of 4 areas:

- Physical Education
- Fine or Performing Arts
- Applied Skills
- Second Language

Students make a presentation to a panel, made up of a parent, a trustee, a teacher and the principal of EOP.

Passport to Education

The Ministry of Education offers recognition and rewards for B.C. students who achieve at a high level in a broad range of academic and non-academic areas. This program is designed to motivate all students in the years leading to graduation and to encourage secondary students to pursue post-secondary opportunities.

The value of the Awards

- | | |
|------------|-----------------------|
| • Grade 10 | \$ 250 |
| • Grade 11 | \$ 250 |
| • Grade 12 | <u>\$ 500</u> |
| TOTAL | \$1000 (over 3 years) |

Participation on School District 83 Teams and Clubs

Attending the Education Outreach Program does not preclude your child from participating in a neighbourhood school team or club. If your child would like to join a particular schools' soccer or curling team - or environmental club, they are most welcome to do so. Parents can approach the school directly or an EOP staff member will contact the school for you to arrange for participation.

How to Succeed in a Distributed Learning School

Students who succeed in and enjoy a DL school usually do the following :

Set Goals and Establish a Structure for Their Learning

- In consultation with their parents, they set a schedule to work on school subjects each day.
- They set goals for each subject and work toward these goals in small steps.
- They are organized and have a completion schedule, which includes all subjects.
- They are not distracted by other activities.

Doing the Work

- They take pride in their work and a job well-done. (Note: work which doesn't meet minimal standards will not be accepted and must be revised and resubmitted for grading.)
- They read the course outline for each course, and they are familiar with the assessment policies and procedures for each course.
- They hand in work as it is completed, so they are receiving appropriate feedback on their learning.
- They know when to ask for extra help from parents, teachers, and tutors.
- They communicate frequently with their teachers.
- While studying, they take regular, short breaks from their work.
- They write tests when they have completed the section, so the material is fresh in their minds.

Assessment Policies

It is very important that students and parents are aware of the assessment policies for each course the student is taking at EOP. These policies will vary at the elementary, middle, and high-school levels. They will also vary from course to course, as EOP moves in a new direction for assessment.

The new research on assessment shows that learning will improve if certain assessment policies and procedures are implemented. Some of these include providing students and parents with an understanding of the differences between assessment **for** learning, assessment **as** learning, and assessment **of** learning. At the most recent Distributed Learning conference, held in Vancouver last spring, the staff had the opportunity to hear other DL teachers talk about an assessment method termed, "Practice, Practice, Practice, Game". Using this method, students would be given a clear statement of the learning objectives in a unit. They would then be given opportunities to learn the objectives and demonstrate their understanding of them. If students did not fully understand the objectives, they would be given additional "practice" opportunities, until they and the teacher felt they were ready for the "game" - the summative assessment, also known as a "test" (although it could in fact be a project or a demonstration of some sort). After completing the "test", if the student had not "passed" or the student was unhappy with their performance, they could choose to return to the practice mode and prepare for a different "test" on the same concepts at a later date. The student's final mark in the course would only be based on the final summative assessment for each unit. That is, the practice work would not "count", and neither would any low scoring "tests" which had been re-written.

The idea behind the new assessment is that we don't penalize students for failing earlier assessments, when in the end they have successfully demonstrated they have understood the learning objectives. This is similar to the fact that we don't prevent a young driver from ever getting his driver's license, because he failed his first two attempts. We simply require him to go back and study or practice some more before he takes the test again.

One of the outcomes of this revised assessment practice should be lower test anxiety, as students are no longer being required to write tests when they know they are not ready.

Library Policies

1. At EOP we endeavour to host and continually upgrade a viable browsing library.
2. Confirmation of resources may be accomplished by browsing the resources on the shelves or by phoning in.
3. Items must be signed out.

Due dates are as follows:

Books	2 months
Textbooks	5 months
Kits	1 - 12 months (depending on type of resource)
Parent Resources	1 month

We ask our families to be considerate in returning if they are not using them.

4. Younger learners should be supervised when browsing the library.
5. Families may suggest the purchase of additional resources at anytime during the school year (religious materials do not apply).
6. Resources are to be returned on the cart in the main office area.

Sign out procedures: Very important! - When signing out kits which include a number of items, it is your responsibility to check the kit contents before leaving. If something is missing, you must let us know immediately. When you return the kit to us, we will check it for missing items. You will be responsible to pay for missing items.

Program Support Funding

Program support funding is provided to support and enable students the opportunity to effectively complete DL courses. It covers non-capital items such as internet fees, music/art/dance fees, art or science supplies, any physical activity fees, and private tutoring.

Program support funding will be available under the following conditions:

- School-aged student has enrolled by September 30th of the current school year.
- Student has submitted a significant body of work:
 - K-5 evidence of math, evidence of writing process logs such as physical activity, reading, learning opportunities
 - 6-12 the activation assignments designated in each subject are submitted and graded as meeting expectations

Program support funding (maximum of \$750 for a full-time student) will be distributed under the following timelines:

- K-9 families with a history of EOP success and fulfillment of previous year's contract will have funding available upon completion of activation assignments.
- Other K-9 families will have 50% of funding available upon successful completion of 1st term. The remaining 50% of eligible funding will be available upon successful completion of 2nd term.
- Grade 10-12 families will have access to \$125 per course, to a maximum of \$750 per year, as each course is successfully activated.

Note 1 : Planning 10 does not qualify for program support funding.

Note 2: Available money not used in the current year is not carried forward into the following year.

Process of accessing program support funds

The Ministry has mandated that parents **cannot** be reimbursed directly for funded items. Therefore, be sure you follow the correct process:

1. Parents pick up an EOP Purchase Order and information letters from Di Bekker (EOP secretary).
2. Following the instruction in the letters, parents ensure the Purchase Orders are completed correctly.
3. Parent or vendor returns completed PO and invoice to Di.
4. Purchase Order is authorized and sent to the Board Office for payment to the vendor.

School Goals for 2009 - 2010

If you have any questions regarding our school goals, please do not hesitate to contact any staff member. If you would like to be part of next years' goal planning team, please let us know.

OUR GOALS FOR 2009 - 2010

Objective 1

To ensure that the practice and activities offered by the DL Program meet the needs of its community.

Strategies and Timeline

- Schedule workshops and activities in various curricular areas: PE, Science, Fine Arts, Personal Planning, Music, Dance, and Community Service throughout the school year.
- Ensure that students in the DL Program are included in district wide activities. Examples to include cross country running, curling competitions, and other school teams.
- Develop a curriculum resource library accessible by parents in the DL Program.
- Expand the number of curriculum resources available for use in the DL Program.
- Provide families' access to Success Maker as a learning resource.
- Allow parents to borrow the materials stored at the District Resource Library.
- Provide a student Spring Expo in the school gym, which showcases a variety of student talent.
- Maintain a DL Program handbook for parents and students.

Objective 2

To improve course completion rates, so that 85% of all courses activated by March 15 are successfully completed by June 30 of the same school year.

Strategies and Timeline

- Encourage students to work on fewer courses at a time.
- Grade 6 - 12 students limited to 2 academic courses at a time.
- Grade 8 - 12 students will be tracked re: assignment submission on a bi-weekly basis. Students who do not hand in work will be contacted by staff.
- Significant activation assignments to ensure students have committed to the program.
- Ensure parental support is present in grades K - 9, prior to enrollment.
- Providing parent mentorship for grades K - 9 parents who are new to DL.
- Providing student mentors for grades 7 - 12 students, who need support in DL.
- Provide ESWs to educationally support students.
- Ensuring students receive timely feedback on assignments and tests. (Goal: maximum 2 business day turn-around time.)

Appendix A

- Distributed Learning Agreement (Young Learners)
- Distributed Learning Agreement (Adult Learners)
- Student Learning Plan
- Adult Student Learning Plan
- Course Planning 6 - 7
- Course Planning 8 - 9
- Course Planning 10 - 12
- Course Planning Adult
- Graduation Requirements (Young Learners)
- Graduation Requirements (Adult Learners)
- Library Contract'
- Program Support Funding
- Intake Assignment

The Board of Education School District #83 Distributed Learning Agreement

As a student of the Distributed Learning Program, I agree to the following requirements:

- I understand that frequent and ongoing communication is essential between myself, the teacher(s) I am working with, and my home learning facilitator. To this end, I will be in contact with my teacher(s) on a **bi-weekly** basis and/or submitting work.
- I understand that in order to be registered in this course, I must demonstrate an active role by completing course requirements on a regular basis.
- I agree to return in good condition all resources (textbooks, novels, videos) loaned to me by the due date.

Student signature

Date

As a parent/guardian of a distributed learning student, I agree to the following:

- I will support the student in successfully completing his/her educational plan with the Distributive Learning Program.
- I will maintain communication re: my child's progress.
- I understand that my child has been provided with Ministry of Education and/or District approved learning resources, and that the teachers will provide a student progress report and provincial letter grades as per Ministerial orders.
- I understand that under School Act (Section 76) the DL program must be conducted on secular principles.
- I understand that the student is required to participate in provincial exams, including the FSA.

Parent signature

Date

As the teacher responsible for the learning plan, I agree

- I will communicate informally with parents/students re: ongoing progress.
- I will provide the student with Ministry or District approved learning resources.
- I will ensure the parent receives Student Progress Reports: grades K - 9 (3terms), grades 10 - 12 (4 terms).
- I will provide provincial letter grades for students in grades 4 - 12, so they may be entered into the district management system and sent to the Ministry as required.
- I will assist in the maintenance of a permanent student record.

Teacher signature

Date

The Board of Education School District #83 Distributed Learning Agreement

As an adult student of the Distributed Learning Program, I agree to the following requirements:

- I understand that frequent and ongoing communication is essential between myself and the teacher(s) I am working with. To this end, I will be in contact with my teacher(s) on a **bi-weekly** basis and/or submitting work.
- I understand that in order to be registered in this course, I must demonstrate an active role by completing course requirements on a regular basis.
- I agree to return in good condition all resources (textbooks, novels, videos) loaned to me by the due date.
- I understand that I have been provided with Ministry of Education and/or District approved learning resources, and that the teachers will provide a progress report and provincial letter grades as per Ministerial orders.
- I understand that under School Act (Section 76) the DL program must be conducted on secular principles.
- I understand that I may be required to participate in provincial exams.

Student signature

Date

As the teacher responsible for the learning plan, I agree

- I will communicate informally with student re: ongoing progress.
- I will provide the student with Ministry or District approved learning resources.
- I will ensure the student receives Student Progress Reports during the 4 terms.
- I will provide provincial letter grades for students in grades 10-2, so they may be entered into the district management system and sent to the Ministry as required.
- I will assist in the maintenance of a permanent student record.

Teacher signature

Date

EDUCATION OUTREACH STUDENT LEARNING PLAN

Date _____

Student _____

Home Phone _____

Mother _____

Parent Cell Phone _____

Father _____

Student Cell phone _____

Home Facilitator _____

Email (student) _____

Email parent) _____

Interests _____

Career Goals _____

Volunteer/Work Experience _____

Extra Curricular Time Commitments _____

EDUCATIONAL GOALS

Short term: To complete grade _____

Long term: To graduate by _____

Courses planned for the coming year: see course planning sheet

What might prevent me from being successful at EOP:

Student signature

Date

Parent signature

Date

Teacher signature

Date

EDUCATION OUTREACH ADULT STUDENT LEARNING PLAN

Date _____

Student _____

Home Phone _____

Student Cell phone _____

Email _____

Interests _____

Career Goals _____

Volunteer/Work Experience _____

Time Commitments _____

EDUCATIONAL GOALS

Short term: To complete grade _____

Long term: To graduate by _____

Courses planned for the coming year: see course planning sheet

What might prevent me from being successful at EOP:

Student signature

Date

Teacher signature

Date

At a Glance Requirements - What You Need to Graduate

In order to graduate with a Dogwood, every student in the Graduation Program has to pass certain basic courses, like English, mathematics and science. The table below is an overview of what you need to graduate:

- 48 credits from required courses,
- 28 credits from elective courses, and
- 4 credits from Graduation Transitions.

Graduation requirements are introduced in your Planning 10 class. For more help, talk to your teacher or school counselor, and refer to the [Grad Planner](#) for more details.

REQUIRED COURSES:	
Subject Area	Minimum Credits
Planning 10	4
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
a Fine Arts and/or Applied Skills 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4
	48 credits
ELECTIVE COURSES:	
Students must earn at least 28 elective credits.	Minimum Credits
Additional Grade 10-12 credits*	28 credits
GRADUATION TRANSITIONS	
Students must earn 4 credits for Graduation Transitions	4 credits
OVERALL TOTAL:	80 credits
*Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.	

Adult Graduation Program

Adult Education

Eligibility

To be eligible to graduate in the Adult Graduation Program, adult students (19 years of age or over) must earn at least 20 credits in the secondary system or complete five courses in the post-secondary system. Courses and credits can be counted from the British Columbia School System and/or the College ABE Program.

British Columbia School System Qualifying Courses			College ABE Program Qualifying Courses
A Language Arts 12* Course	4 credit course	or	a Provincial Level English or higher course
	AND		
A Mathematics 11 or 12* course	4 credit course	or	an advanced or provincial Level or higher Mathematics course
AND EITHER			
Option 1			
Three Grade 12 Ministry-authorized courses (4 credits each)	12 credits	or	three additional courses at the provincial level or higher
OR Option 2			
Social Studies 11 (4 credits) or First Nations Studies 12 and two Grade 12 Ministry-authorized courses (4 credits each)	12 credits	or	advanced Social Sciences and two provincial level courses or higher
Total: 20 credits			Total: 5 courses

*Please refer to [Course Information](#) for a list of Foundation Studies courses which satisfy the mathematics and language arts requirements for the Adult Graduation Program.

Changes to mathematics requirements (effective September 2002) for the Credit-Based Graduation Program do not affect the Adult Graduation Program. Therefore, Accounting 11 and 12, and Financial Accounting 12 continue to satisfy the mathematics requirement on the Adult Graduation Program since September 2002.

- To be eligible for the Adult Graduation Diploma, a person must be 19 years or older. (A student who is eighteen and has been out of school for at least a year may be admitted to an Adult Program with approval from the enrolling institution). If a student meets graduation requirements before turning 19 years of age, the school is required to confirm that the school administrator gave the student permission to start the Adult Program early. Please fax a memo confirming permission to the Ministry at (250) 356-9460
- Locally-Developed courses (including Career Preparation courses) do not count toward the minimum 5 courses required in the Adult Graduation Program. The one exception to this is CPWE 12 (see following bullet).
- A student may use CPWE12 for credit on the Adult Graduation Program. Please note that only CPWE 12 can be used and counted for credit (e.g., CPWE 12A, 12B, or 12C are not permitted).

With the exception of CPWE 12, "CP" or "LD" courses do not be count toward graduation credits on the Adult Graduation Program, but appear on the student's transcript.

- Three courses must be completed through enrolment in a course or through Prior Learning Assessment after enrolling in an Adult Graduation Program. Prior Learning Assessment (PLA) is a process that enables people to gain recognition and credit for what they already know and can do. Methods of assessing PLA include: portfolio of evidence, projects and assignments, program evaluations, demonstration, oral questioning, and course exam challenge. Please refer to [Chapter 2](#) for further policy and reporting information on Prior Learning Assessment.
- Provincial exams are optional for students on the Adult Graduation Program. If a student chooses not to write a provincial exam, report the course with a "Q" code. It should be noted that some post-secondary institutions may not accept examinable courses for admission purposes unless the Grade 12 provincial exam has been written. For more information on reporting "Q" codes, please refer to [Chapter 2](#).

Any 4-credit course that is authorized by either the Ministry of Education or the Ministry of Advanced Education as a requirement for graduation may be used towards the British Columbia Adult Graduation Diploma.

Name: _____

Course Planning - Grade _____

Ph.# _____

Courses	Enrolled in Other School	Credit from Other School	Year Activated	Year Completed	Module Exams	Year Funding Support Available
Mathematics 6 -						
English 6 -						
Science 6 -						
Social Studies 6 -						
PE /Planning 6-						
2 nd Language 6 -						
Art 6 -						
Music 6-						
Applied Skill 6 -						
Mathematics 7 -						
English 7 -						
Science 7-						
Social Studies 7 -						
PE /Planning 7-						
2 nd Language 7 -						
Art 7 -						
Music 7-						
Applied Skill 7 -						

Notes:

Grade 6

Grade 7

Student _____

Date/Initials _____

Parent _____

Date/Initials _____

Teacher _____

Date/Initials _____

Name: _____

Course Planning - Grade _____

Ph.# _____

Courses	Enrolled in Other School	Credit from Other School	Year Activated	Year Completed	Module Exams	Year Funding Support Available
Mathematics 8 -						
English 8 -						
Science 8 -						
Social Studies 8 -						
PE /Planning 8-						
2 nd Language 8 -						
Art 8 -						
Music 8-						
Applied Skill 8 -						
Mathematics 9 -						
English 9 -						
Science 9-						
Social Studies 9 -						
PE /Planning 9-						
2 nd Language 9 -						
Art 9 -						
Music 9-						
Applied Skill 9 -						

Notes:

Grade 8

Grade 9

Student _____

Date/Initials _____

Parent _____

Date/Initials _____

Teacher _____

Date/Initials _____

Name _____ **Course Planning - Grades 10 - 12** Phone _____

Graduation Courses	Enrolled in Other School	Credit from Other School	Year Activated	Year Completed	Exam Written	Year Funding Support Available
Planning 10						
PE 10						
English 10						
Science 10						
a Math 10 -						
Social Studies 10						
a Fine Arts/App. Skills 10-12 -						
English or Communications 11						
a Science 11 -						
a Math 11 -						
a Social Studies 11 -						
English or Communications 12						
Graduation Transitions 12						
a grade 12 elective -						
a grade 12 elective -						
a grade 12 elective -						
a grade 10 - 12 elective -						
a grade 10 - 12 elective -						
a grade 10 - 12 elective -						
a grade 10 - 12 elective -						
Extra Courses						

Student _____ Date/Initials Grade 10 Grade 11 Grade 12

Parent _____ Date/Initials _____

Teacher _____ Date/Initials _____

Library Patron Contract with EOP

1. I agree to check contents of kits and let EOP staff know immediately if anything is missing.
2. I acknowledge that items are inventoried in June, so I will return all K-9 materials no later than June 15th.
3. I agree to pay for items which are missing or damaged. Outstanding amounts owed to EOP will be deducted from next year's education support funds.
4. I agree to return items I am not using so that other students may use them.
5. I agree that if I have not used an on-line resource in the last month, I may lose my seat to another student.

Date _____

Student _____

Parent name _____

Parent signature _____

Phone _____

EMAIL _____

Program Support Funding

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Note 2: Available money not used in the current year is not carried forward into the following year.

Process of accessing funds

The Ministry has mandated that parents cannot be reimbursed directly for funded items. Therefore, be sure you follow the correct process:

1. Parents pick up an EOP Purchase Order and information letters from Di Bekker (EOP secretary).
2. Following the instruction in the letters, parents ensure the Purchase Orders are completed correctly.
3. Parent or vendor returns completed PO **and** invoice to Di.
4. Purchase Order is authorized and sent to the Board Office for payment to the vendor.

Parent signature

Date

Teacher signature

Date

Secretary signature

Date

EOP Handbook - Intake Assignment

Please answer each question in a complete sentence. All questions must be answered completely. If you are unsure of an answer, please contact your teacher before submitting this assignment.

Type your answers in the body of your email program and send the message to your teacher. This ensures you have your teacher's email address and that we get your email address correctly recorded in our email program. Remember, at EOP, "*Quality is the constant.*"

1. What is the difference between Distributed Learning and a Bricks and Mortar school?
2. How much of the learning is expected to be completed at home in a DL Program?
3. What is an SLP? (Be sure to explain its purpose)
4. Why is it important to have an email address for your family and to check it regularly?
5. What is your family email address?
6. Who in your family will be checking for email messages from EOP?
7. What is the primary goal of everyone at Outreach?
8. What are the required courses for a student in grade 11? (Hint: You will need to look in the appendix.)
9. How many credits are required for graduation?
10. The government allows students to create their own course using IDS (Independent Directed Studies). List 2 things are you interested in that could become courses for you?
11. In what grades are you required to write Ministry of Education FSA exams?
12. What courses in grades 10-12 have mandatory government exams?
13. When you want to find out about scholarships, who do you talk to?

14. If you would like to participate on a school team or in a school club, how would you go about doing that? (What steps would you take?)
15. For you personally, what are the 3 most important suggestions for succeeding in a DL School? (Explain the reasons why.)
16. What is the most important thing about signing out kits?
17. When are all K-9 resources due back at EOP?
18. What are EOP's goals for 2009-2010? (Hint: There is a section on school goals.)
19. Who signs the DL agreement, and why is it important to have all these signatures?
20. List 3 items that qualify for program support funding.
21. Who do you talk to about purchasing items using Program Support Funding?
22. Are students who enroll after September 30th eligible for Program Support Funding?
23. Describe when you specifically would be eligible to receive Program Support Funding.