



101-814 Goldstream Ave, Victoria, BC V9B2X7

Winter 2012

BC Care Card BC ID
 BC Driver's License

CROSS ENROLLED STUDENT LEARNING PLAN

First Name: _____ Last Name: _____

Middle Name: _____ Mailing Address: _____

City: _____ Province: _____ Postal Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Maiden Name (last name before marriage): _____ Ministry PEN #: _____

Parent / Guardian Name: (Under 19 only) _____ Parent Contact: _____

Student E-mail: _____ Parent E-mail: _____

Are you currently a distance learning student? Yes No Registered at: _____

Student Demographics:

Gender: Male Female Birth-date: Day ____ Month ____ Year ____

Citizenship: Canadian Landed Immigrant Student Visa Visitor's Visa

Are you working? Yes No How many hours per week? _____ Days Evenings Varies

Do you have any special needs? (hearing, vision, disability, health, learning disability) _____

Section 1- Students will not be accepted unless Section 1 is completed and signed by a school counselor.

CROSS-ENROLLED STUDENT- APPROVAL TO ENROL IN JDFDL COURSE/S

Name of school presently registered: _____ School code: _____ City: _____

Student claimed on Sept. 30 1701: Yes No

Reason for enrolling: _____ Expected date of completion: _____

Counselor/Administrator Name: (please print) _____

Counselor/Administrator Signature: _____

Student Signature: _____

Date: _____

Parent/ Guardian Signature: _____

Date: _____

By signing I am committed to the learning plan for my son/daughter.

Student under 19 confirms parent / guardian is aware of interview for Student Learning Plan. Yes No

All courses follow Ministry of Education learning outcomes and resources available at: www.bced.gov.bc.ca/irp

For a complete course plan for your subject area please go to www.jdfd.sd62.bc.ca/courseplan

Office Use Only

Access

BCeSIS

Cool School

Records Requested

Student Name: _____

Parent Information: Custody of: Mother: Father: Both: **Living with:** Mother: Father: Both:

Court Order? Yes: / No: If Yes give details: (**Note:** A copy of an up-to-date court order must be on file with the school)

1) **Mother:** Last Name: _____ First Name: _____
 Address (if different than student): _____
 Home Phone (if different): _____ Work Phone: _____ Cell Phone: _____
 Employer: _____ Email Address: _____

2) **Father:** Last Name: _____ First Name: _____
 Address (if different than student): _____
 Home Phone (if different): _____ Work Phone: _____ Cell Phone: _____
 Employer: _____ Email Address: _____

In case of an emergency, my son / daughter may:

- Make their own way home
- Be released to one of the following emergency contacts:

Emergency Contacts: (Parents will always be contacted first. This list is for back up purposes.)

1) Last Name: _____ First Name: _____
 Relationship: _____ Home Phone: _____ Cell/Work Phone: _____

2) Last Name: _____ First Name: _____
 Relationship: _____ Home Phone: _____ Cell/Work Phone: _____

Medical Information:

Doctor: _____ Phone: _____ Care Card # _____

Allergies/Health Conditions: _____ Life Threatening? Yes: / No:

Is this child currently on medication: Yes: / No: Description: _____

Section 2:

FTE DEMOGRAPHICS	Non- Graduate SPECIAL DEMOGRAPHICS
<input type="checkbox"/> SA – Under 19 as of July 1, 2011 – Not graduated	Home Language: <input type="checkbox"/> English (943) Other:
<input type="checkbox"/> SG – Under 19 as of July 1, 2011 - Graduated	School Funding Code: <input type="checkbox"/> 20 Status Indian on reserve
<input type="checkbox"/> AD – Over 19 as of July 1, 2011 – Not graduated	<input type="checkbox"/> Native Indian Ancestry
<input type="checkbox"/> SF - Over 19 as of July 1, 2011 - Graduated	<input type="checkbox"/> Band Code
SPECIAL EDUCATION	SPECIAL PROGRAMS
LEVEL 1- <input type="checkbox"/> A <input type="checkbox"/> B LEVEL 2- <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G LEVEL 3- <input type="checkbox"/> H	<input type="checkbox"/> Language Programs ESL <input type="checkbox"/> Aboriginal 33 (Aboriginal Support Services)
Student-based Allocation: <input type="checkbox"/> Q <input type="checkbox"/> K <input type="checkbox"/> R <input type="checkbox"/> P	Career Code- First Nations Futures
Comments:	<input type="checkbox"/> Other

Section 3:

GRADE LEVEL	STUDENT GRAD PLAN	GRAD
<input type="checkbox"/> Grade 10	<input type="checkbox"/> AN- Non-grads in Adult program	<input type="checkbox"/> 1950
<input type="checkbox"/> Grade 11	<input type="checkbox"/> OT- Non-grads in Regular program	<input type="checkbox"/> 2004
<input type="checkbox"/> Grade 12	<input type="checkbox"/> 12- Graduate	<input type="checkbox"/> SCC
<input type="checkbox"/> SU Secondary Ungraded (Adults over 19)		
<input type="checkbox"/> GA Graduated Adult		
<input type="checkbox"/> Grade 9	<input type="checkbox"/> Complete Grade 9- Go on to Grade 10	

Section 4:

Option One: WebCT Online Distributed Learning- Grades 9-12

Online Strategies 10 (zycais10a) Check the box if the student has NOT taken an online course using WEBCT.

*Online Learning Strategies 10 is strongly suggested for all students who have not taken an online course before to learn navigation, computer and scheduling skills.

Learning Support Schedule: Students will have the ability to meet with their distributed learning teacher in the learning support room located at WestShore Centre for Learning and Training (814 Goldstream Ave). The schedule will be provided to students at the time of registration.

<u>GRADE EIGHT</u>	<u>GRADE TEN</u>	<u>GRADE ELEVEN</u>	<u>GRADE TWELVE</u>
<input type="checkbox"/> Math 8	<input type="checkbox"/> Science 10	<input type="checkbox"/> Earth Science 11	<input type="checkbox"/> Physics 12
<input type="checkbox"/> English 8	<input type="checkbox"/> English 10	<input type="checkbox"/> Biology 11	<input type="checkbox"/> Biology 12
<u>GRADE NINE</u>	<input type="checkbox"/> Social Studies 10	<input type="checkbox"/> Physics 11	<input type="checkbox"/> Chemistry 12
<input type="checkbox"/> Math 9	<input type="checkbox"/> Foundations of Math and Pre-Calculus 10	<input type="checkbox"/> Chemistry 11	<input type="checkbox"/> Principles of Math 12
<input type="checkbox"/> English 9	<input type="checkbox"/> Apprenticeship and Workplace Math 10	<input type="checkbox"/> Apprenticeship and Workplace Math 11	<input type="checkbox"/> Calculus 12
		<input type="checkbox"/> Foundations of Math 11	<input type="checkbox"/> History 12
<u>ADVANCED PLACEMENT</u>		<input type="checkbox"/> Pre-calculus 11	<input type="checkbox"/> Law 12
<input type="checkbox"/> AP French Language 12		<input type="checkbox"/> Social Studies 11	<input type="checkbox"/> English 12
<input type="checkbox"/> AP English Language and Composition 12		<input type="checkbox"/> Communications 11	<input type="checkbox"/> Communications 12
<input type="checkbox"/> AP Calculus BC 12		<input type="checkbox"/> Introductory Spanish 11	<input type="checkbox"/> Geography 12
			<input type="checkbox"/> Physical Education 12

Option Two: Paper Based Distributed Learning - Grade 10-12

Students will be required to attend an activation session to receive the course outline and guidelines for completing their course. They will begin to complete assignments at the activation session that are required for the student to achieve Active Status (10% of the course content).

<u>GRADE TEN</u>	<u>GRADE TWELVE</u>	<u>Fridays 8:45 – 11:30</u>
<input type="checkbox"/> Planning 10	<input type="checkbox"/> Family Studies 12	<input type="checkbox"/> Art Foundations 11
<input type="checkbox"/> Physical Education 10	<input type="checkbox"/> Graduation Transitions	<input type="checkbox"/> Art Foundations 12
	<input type="checkbox"/> Work Experience 12A	<input type="checkbox"/> Studio Arts Drawing & Painting 11
NEW:	<input type="checkbox"/> Work Experience 12B	<input type="checkbox"/> Studio Arts Drawing & Painting 12
<input type="checkbox"/> Planning 12 (adults only)	<input type="checkbox"/> Social Justice 12	

Option Three: Paper Based Distributed Learning - Camosun College Dual Credit Courses

<input type="checkbox"/> English Composition (English 150)	<input type="checkbox"/> Indigenous Studio Art (Art 106)
<input type="checkbox"/> Introduction to Criminology (Criminology 166)	<input type="checkbox"/> World Religions of the East (Religion 102)
<input type="checkbox"/> Child Development (Psychology 150)	

Option Four - Paper Based Distributed Learning – Module/Section Packages, Grade 9-12

Each course is distributed to the student in packages in a paper-based format. The student will be contacted to pick-up a complete set of packages. Students can access teacher support at 814 Goldstream Avenue a schedule will be provided upon registration.

<u>GRADE EIGHT</u>	<u>GRADE TEN</u>	<u>GRADE ELEVEN</u>	<input type="checkbox"/> Communications 11
<input type="checkbox"/> English 8	<input type="checkbox"/> English 10	<input type="checkbox"/> English 11	<input type="checkbox"/> Apprenticeship and Workplace Math 11
<input type="checkbox"/> Social Studies 8	<input type="checkbox"/> Social Studies 10	<input type="checkbox"/> Social Studies 11	<input type="checkbox"/> Foundations of Math 11
<input type="checkbox"/> Math 8 <input type="checkbox"/> Science 8	<input type="checkbox"/> Science 10	<input type="checkbox"/> Biology 11	<input type="checkbox"/> Pre-calculus 11
<u>GRADE NINE</u>		<input type="checkbox"/> Chemistry 11	<u>GRADE TWELVE</u>
<input type="checkbox"/> English 9	<input type="checkbox"/> Apprenticeship and Workplace Math 10	<input type="checkbox"/> Physics 11	<input type="checkbox"/> English 12
<input type="checkbox"/> Social Studies 9		<input type="checkbox"/> Science and Tech 11	<input type="checkbox"/> Communications 12
<input type="checkbox"/> Math 9	<input type="checkbox"/> Foundations of Math and Pre Calculus 10		
<input type="checkbox"/> Science 9			

Option Five: Paper Based Distributed Learning- PACE Musical Theatre

<u>GRADE TEN</u>	<u>GRADE ELEVEN</u>	<u>GRADE TWELVE</u>
<input type="checkbox"/> PACE Musical Theatre 10A (Grade 9's)	<input type="checkbox"/> PACE Musical Theatre 11A	<input type="checkbox"/> PACE Musical Theatre 12A
<input type="checkbox"/> PACE Musical Theatre 10A	<input type="checkbox"/> PACE Musical Theatre 11B	<input type="checkbox"/> PACE Musical Theatre 12B
<input type="checkbox"/> PACE Musical Theatre 10B		

Student and Parent are required to read and initial after reading: Role of Student and Role of Parent.

Role of Student (DL courses)

Initial: _____

Once registered for a course, book a time to attend the DL orientation as soon as possible. The orientation provides a valuable tutorial for navigating online courses and will make the transition into online course work easier. Create a schedule for working on your DL courses. Allot time on a daily basis to complete assigned course tasks. Communicate regularly with your DL teacher and do not hesitate to ask questions if you are not sure how to proceed with an assignment or do not understand a course concept. Your DL teachers will be more than willing to assist you online or by phone.

Remember! There will be no teacher reminding you to get your work done so it is up to you to develop a schedule and routine for completing your DL course work. You are expected to hand in an assignment each week unless you have communicated with your teacher as to why not

Students' key points to consider:

1. **Keep to a set schedule (days & times).**
2. Record upcoming due dates (calendar at a glance).
3. Create a comfortable work area where you do not have any other distractions.
4. Communicate regularly with your teacher.
5. Hand in assignments on time (or early!).

Role of Parent (Distributed Learning)

Initial: _____

Parents play a critical role with the success of students in any school setting. Distributed Learning (DL) courses place parents in a supervisory role that would be managed by a classroom teacher in the regular setting. There are key elements parents need to keep in mind when helping their children to be successful with courses that are completed at a distance. **First**, work with your child to **maintain a regular schedule of working on DL courses**. For example, a DL student could spend the morning working on DL if not enrolled in another school. If the student is enrolled at a regular school and supplementing their school timetable with DL courses, they could dedicate one hour per evening for DL and some time on the weekends. A regular routine of working on DL significantly increases the successful completion of the course.

Secondly, ensure that the student understands there will be no teacher or timetable reminding them to get the work done. Course success is achieved through the student's own motivation. Self directed education is tough to get into when the student has been attending classes in a traditional setting.

Finally, speak to your child about the pros and cons of DL courses. Explain that it requires **individual motivation, discipline**, and **commitment** to be successful in these courses. Students will need to be willing to **maintain regular contact** with the assigned DL teacher and will need to be **comfortable working in both an electronic and binder course format**.