

BRITISH COLUMBIA SCHOOL COMPLETION (“EVERGREEN”) CERTIFICATE

Background

The British Columbia Ministry of Education outlines the requirements for graduation in BC schools. Students complete grade 12 meeting the BC core curriculum requirements and thus receive the Certificate of Graduation (Dogwood Diploma).

Some students may be unable to meet the Dogwood Diploma graduation requirements due to their disabilities and diverse abilities and follow the path of school completion working towards an Evergreen Certificate.

The School Completion (“Evergreen”) Certificate is intended to celebrate success in learning that is not recognized in a Dogwood Diploma. It is used to recognize the accomplishments of students with disabilities and diverse abilities and an Individual Education Plan, who have met the goals of their education program, other than graduation. The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. It is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.

For students pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they must have an IEP that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an Evergreen Certificate can be issued. Parents and, wherever appropriate, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

Students receiving an Evergreen Certificate will walk across the stage at convocation, celebrating their success.

Procedures

1. Principals of schools with grade 10, 11 or 12 students are responsible for making this Administrative Procedure available to parent(s)/guardian(s).
2. The official decision to put a student in an Evergreen Program shall not be made prior to Grade 10 and must include the informed consent of the student’s parent(s)/guardian(s). The Principal will ensure the following:
 - 2.1. The student is on an IEP.
 - 2.2. A meeting has been convened with the parent, SBT and classroom teacher and a decision made about initiating replacement curriculum.

- 2.3. The Letter of Understanding Regarding BC School Completion Certificate (Evergreen Certificate) And Replacement Curriculum ([Form 362-1](#)) shall be completed before a student starts using replacement curriculum.
 - 2.4. The Letter of Understanding ([Form 362-1](#)) shall be reviewed and renewed yearly – usually at the IEP meeting or near the beginning of the year.
 - 2.5. For students entering a replacement curriculum midway through the school year the same process must be followed.
 - 2.6. The Evergreen Program is indicated in the Student Learning Plan as well as in the Student Information System (program of study).
3. Early placement on a Replacement Curriculum/need for a Letter of Understanding (Form 362-1) is most applicable to students who are Physically Dependent (Category A) or have a Moderate to Severe Intellectual Disability (Category C).
 - 3.1. As early in the student's educational career as possible, the school should initiate a conversation with the parent(s)/guardian(s) regarding the best program of study for their child (this often starts in the Primary years). Diagnosis that supports these designations are often unchanging and require significant functional academic planning and instruction for the student. The Letter of Understanding can frame the discussion and a signature is required initially. The agreement to remain on replacement curriculum should be visited regularly through the IEP process.
 4. At times, students with a Mild Intellectual Disability (Category K) may be placed on replacement curriculum with a Letter of Understanding ([Form 362-1](#)) being completed for some or all their courses under the following circumstances:
 - 4.1. The student has received differentiated and strength-based instruction and the student's performance has moved well below the grade level of the standard provincial curriculum.
 - 4.2. Is often done in late elementary years or in middle/secondary years.
 - 4.3. In consultation with the student, parent(s)/guardian(s), SBT and classroom teacher.
 - 4.4. Reviewed annually, before the replacement curriculum is initiated.
 5. A student may be placed on replacement curriculum for some or all their courses with a Letter of Understanding ([Form 362-1](#)) being completed for the following circumstances:
 - 5.1. The student is not ready to receive grade level academic instruction.
 - 5.2. Where the primary focus of education is to connect the student to the school facility and staff.
 - 5.3. Where the school needs to focus on social emotional learning prior to student accessing grade-level curriculum.
 - 5.4. In consultation with the parent(s)/guardian(s), SBT and classroom teacher.
 - 5.5. Reviewed annually, before the replacement curriculum is initiated.

Reference: Sections 20, 22, 65, 85, 177 School Act
 Ministerial Order 164/96 Student Credentials Order
 Human Rights Code
 Workers' Compensation Act
 Occupational Health and Safety Regulation
 Canadian Human Rights Act

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