



## Independent Directed Studies

### Course Overview

There are two scenarios for an IDS course.

Firstly, learners are often already involved with clubs and lessons in their locale. This option allows learners to earn up to four credits for instruction and practice they are already doing as long as that learning can be linked to Ministry approved Prescribed Learning Outcomes. This type of IDS is a popular choice for many senior learners taking training in fine arts but is not limited to fine arts.

Secondly, learners may wish to enroll in several shorter courses or training sessions which are linked by a similar focus. For example, learners might wish to create an outdoor focus, a media focus, or a social justice focus. Learners need to submit a list of courses and activities linked by a focus and then work with the IDS teacher to match the focus activities and lessons to Ministry Approved Prescribed Learning Outcomes. Learners will also need to supply evidence of participation and learning in each short course or activity.

More information on IDS is available on the Ministry of Education website at: [Independent Directed Studies](#)

### Course Materials

- An up to date computer with high speed internet
- Other materials, depending on the IDS project
- Speakers and microphone or headset with both features

## Course Content and Suggested Timelines

Assignment	Timeline for Completion in January	Timeline for Completion in June	Timeline for Completion in Two Semesters
IDS Planning Form Draft	September	January	September
IDS Planning Form-Final	Mid-September	Mid-January	September
Reflection Logs	ongoing	ongoing	ongoing
Halfway Check In	End October	March	January
Reflection Logs	ongoing	ongoing	ongoing
Showcase Presentation	December or January	April or May	May

[How to change your course completion date.](#)

## Assessment Information

IDS Planning Form-Final	10%
Reflection Logs	40%
Halfway Check In	5%
Showcase Presentation	35%
Self Evaluation	5%
Peer Evaluation	5%

## When learners are not meeting the learning outcomes/ falling behind

When learners fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the learner's home school may also occur to help determine a solution.

Learners are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help learners improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Learners falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the learner may be assigned an F or withdrawn. Should they begin actively working in the course, the learner may be given an alternate completion date.

## Inactivity and Communication

Learners are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor learner participation, work submission and periods of inactivity in their courses. Learners who have not accessed their course for a period of ***two weeks or longer*** will receive an ***online gentle reminder email*** to inquire about progress and reasons for inactivity; parents will also receive a copy of the email. Learners who receive a reminder email must contact their teacher to communicate their intentions for the course and any other information that will help support their learning. If a learner has been inactive for a period of *eight consecutive weeks* or longer, has received *three online reminders* and has *not responded to communications* from their online teacher, the learner may be withdrawn from the course.

Communication between learners and teachers is important. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent learners from engaging in their courses. When learners anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

## Expectations

- Adhere to the EBUS Academic Integrity Policy
- Contact your teacher when help is needed
- Review feedback from assignments and tests, where applicable
- Work to complete the course in a timely manner
- Communicate respectfully
- Review weekly progress reports

## Reporting to Parents

There are 4 term report cards that can be downloaded from the learner dashboard. A notice will go out when these report cards are available.

The teacher will regularly send out progress reports showing the learner's progress, on weeks that EBUS is in session.

## Contacting Your Teacher

I am available Monday-Friday during regular school hours. Please contact me any time if you are experiencing challenges with the course. I am here to ensure you experience success!

Mrs. Himmelright

[shimmelright@sd91.b.ca](mailto:shimmelright@sd91.b.ca)