

MORMON HILLS COMPARISON OF OCT 24-26, 2012 EEC and APRIL 8-9, 2013 FOLLOW UP INSPECTION

OCTOBER 24-26, 2013 EEC	APRIL 8-9, 2013 FOLLOW UP EEC
<p>4.03</p> <p>*The EEC observed that student permanent record cards are not current and are not being maintained.</p> <p>The school is required to maintain up-to-date permanent student records</p> <p>*The school has not yet completed the development of a student records policy based on the "Student Records: Requirements and Best Practice Guidelines – June 2012". The school is required to verify with the Ministry by June 1, 2013, that this policy has been developed and adopted by their authority.</p>	<p>4.03</p> <p>*The EEC observed that permanent student record cards are now being maintained. Mormon Hills School (MHS) is working on a policy for student support and reallocated a certified teacher one afternoon a week to help with the learning assistance needs of the school. The school is now making changes with student record keeping ensuring IEP records are attached to the 1704 forms. In addition, the school is in the process of developing new protocols for updating permanent student records annually; part of their new practice will involve an electronic format uploaded to a secure portable hard drive. The school's permanent student records are now beginning to include the proper course codes, medical alerts, IEP reports, and education support services documents are attached.</p>
<p>4.12</p> <p>*The EEC verified that the school has supervision before and during school but no supervision after school. The school is required to have policy and practice for student supervision before, during, and after school.</p> <ul style="list-style-type: none"> The EEC noted that a "blanket" permission trip for field trips had been sent home for the year. <p>The school is advised to obtain permission for individual field trip events and to ensure that parents and students are informed prior to providing permission of the risk assessments that have been completed by the school for each event.</p>	<p>4.12</p> <p>*The EEC noted that the school now has practices/policies to the supervision of students that include before, during school and after school. ✓</p>
<p>4.15</p> <p>The school is advised to develop and communicate with school community an emergency response policy and procedure to deal with accidents and medical alert situations. ✓</p>	<p>4.15</p> <p>*MHS now has written emergency practices/policies and procedures in place and they have been communicated to all staff and parents.</p>

<p>5.01</p> <p>S22</p> <p>the school is now in compliance with this requirement. Furthermore, S22 at the time of inspection. Please see Appendix A (Teacher Certification)</p> <p>*Mormon Hills has a strong sewing program but the EEC observed that a S22 under the supervision of a certified teacher. This arrangement does not meet the teacher certification requirements and the school is required to assign a certified teacher to teach the Textiles courses.</p> <p>Teachers employed by the school as of September 30, as reported on the Ministry I-2001 forms and in the evaluation catalogue, were found to be BC certified as required by Section 3(1)(d) of the Schedule to the Independent School Act.”.</p>	<p>5.01</p> <p>Currently, all teachers at Mormon Hills School are BC Certified</p> <p>✓</p>
<p>5.04</p> <p>*The school does not have a written policy on teacher and principal evaluation. Current practise is that the principal writes a teacher evaluation on all teachers new to the school. The principal does evaluations on current teachers every second year. To date, the current principal has not had a written evaluation.</p> <p>The school is required to develop a written teacher and principal evaluation policy and implement the same.</p>	<p>5.04</p> <p>* (In process) The school has developed a written policy on teacher and principal evaluation to be completed and placed in teacher files. The school will hire a professional educator from outside the school community to evaluate teachers and assessment of teaching practices. The school will have evaluations in place by May 2013. As part of the new evaluation policy, MHS will ensure that teacher evaluation happens the first and second year of the teachers' employment and every two subsequent years.</p>
<p>6.03</p> <p>While requirements for Daily Physical Education are being met in Grades K-3 through daily PE, this is not reported to parents on term end reports.</p> <p>The Health and Career Education curriculum is being covered on its own as well as integrated into Social Studies, Physical Education, Science and Religion. The EEC could not determine whether all outcomes were covered. Reporting to parents of HCE outcomes did not appear in the term reports in student Permanent</p>	<p>6.03</p> <p>Requirements for Daily Physical Education are being met in Grades K – 3 through daily PE and the school has shown that changes have been made to report card templates to ensure that teachers are reporting to parents that DPA requirements are being met for each student.</p> <p>*In all multi-graded classrooms at MHS, teachers have developed a clear plan for how they are implementing their rotations</p>

<p>Student Records.</p> <p>The school is required to develop course overviews for Health and Career Education (including the elements of time-line, course content, planning for assessment, achievement indicators, and ministry outcomes linkage) showing how all curriculum outcomes are addressed through the integration in other courses.</p> <p>*Classroom teachers are responsible for their own Physical Education program. This is scheduled each day for 30 minutes which also fulfills the requirements of Daily Physical Activity. DPA is not reported to parents on term or year-end reports.</p> <p>DPA completion must be reported on report cards.</p> <p>The teachers in the primary grades appear to have a clear understanding of the curriculum and the teaching strategies appropriate for their grade levels. The activities observed and those evidenced in teacher's plans are well targeted toward the age and development of the children they work with. A strong reliance on workbooks and worksheets was evident in all primary grades along with whole class activities. Students seemed happy, actively engaged in their learning and keen to share what they were accomplishing.</p> <p>The Language Arts program includes a variety of letter and word recognition activities, games, phonics and spelling programs as well as individual and whole class reading activities. Math in the Primary Grades is taught using worksheets as a primary resource to reinforce taught concepts in addition to calendar and other whole class activities and lessons.</p> <p>Each classroom teacher is responsible for teaching Religion which is taught and</p>	<p>so that all learning outcomes will be met for each grade level in the rotation cycle. ✓</p> <p>*(In process) MHS will implement professional development for teachers to collaborate on how HCE is being integrated across curriculum. Primary teachers' course overviews appear to be complete in meeting ministry PLOs. Report card templates have been adapted to ensure DPA is being reported to parents. ✓</p> <p>Course overviews in the Primary Program (Grades K-3) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required. ✓</p>
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<p>integrated into other subject areas.</p> <p>Fine Arts is taught by the classroom teachers and also intergrated into many subject areas as evidence in the student work throughout the primary classrooms. Music and drama are used in various subjects to enhance lessons in Religion, Socials and Physical Education and Health and Career Education.</p> <p>Course overviews in the Primary Program (Grades K-3) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.</p>	
<p>The Health and Career Education curriculum is being covered on its own as well as integrated into Social Studies, Physical Education, Science and Religion. The school is required to develop course overviews for Health and Career Education (including the elements of time-line, course content, planning for assessment, achievement indicators, and ministry outcomes linkage) showing how all curriculum outcomes are addressed through the integration in other courses. The school is further required to report on HCE separately in both report cards and on the 1704.</p> <p>Classroom teachers are responsible for their own Physical Education program. This is scheduled each day for 30 minutes which also fulfills the requirements of Daily Physical Activity. However, DPA is not reported to parents on term or year-end reports. The school is required to report DPA completion on report cards.</p>	

<p>For Grades 8-9</p> <ul style="list-style-type: none"> Although Mormon Hills is aware of, and reporting on, the Daily Physical Activity requirement, at the time of the inspection the EEC could not verify that student DPA activity was being tracked to verify completion of program requirements. Schedules and information on student permanent record cards do not demonstrate Grade 9 students meeting the Ministry requirement for a Fine Arts credit. No overview is in place for Fine Arts 9. <p>Mormon Hills recorded a 4 day x 34 week school year in 2011-12 and a 4 day x 32 week year in 2012-13. In reviewing schedules, the EEC was unable to verify the school's alignment with the Ministry recommended time allotments for percentages of instructional time allocated to various subject areas in the intermediate grades</p> <ul style="list-style-type: none"> Several course overviews at Mormon Hills are dated back to 2008-9/2009-10 and were written by previous staff members. Grade 8 and 9 Career and 	<p><u>For Grades 8-9</u></p> <p><i>The following concerns pertaining to the Intermediate Program (Grades 8 and 9) were noted in the report written by the EEC in the Mormon Hill's external evaluation in October of 2012. During the monitoring visit, the EEC reviewed each of these areas with Mormon Hills staff and verified documentation as required. The statement in bold below each concern provides an update regarding each concern.</i></p> <p>There is no tracking system in place for Grades 8 and 9 as DPA for both Grade 8 and 9 students is currently being met through PE instructional time. All Grade 8 and 9 students receive PE instruction two days a week for 90 minutes.</p> <p>The EEC reviewed a newly well-developed 2 credit course overview for Fine Arts 9. Grade 9 students will now meet the Ministry requirement and receive a Fine Arts credit.</p> <ul style="list-style-type: none"> . <p>Mormon Hills School is operating a four day a week school calendar for 32 calendar weeks. Additionally, they have scheduled twelve instructional days on Friday throughout the year to provided additional instructional time. They calculate this to be the equivalent of 35 instructional weeks and teach 6.5 hours a day for a total of 910 instructional hours in their school year. The allocations for instructional hours for various courses vary from their catalogue preparation, but it appears they are meeting the Ministry requirement for hours of instruction per course.</p> <p>The EEC saw evidence of updated course overviews. Correct Ministry terms are now generally in use at Mormon Hills School.</p>
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Personal Planning must be changed to Health and Career Education curriculum on both course overview documents and report cards.

- Planning 10 is taught at both Grade 9 and 10 level.
- PE 9 is being taught as a multi-graded class, along with Grades 10 and 11. The EEC did not see a differentiation in activity or assessment between the various grades reflected on the overview.

Course overviews in the Intermediate Program (Grades 4 – 9) with the exception of PE and Planning 10 include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

- Students at Mormon Hills are being given credit for Planning 9 and 10. The course overviews for the two courses that were presented to the EEC were identical. The Grade 8 course should be called and follow learning outcomes for Health and Career Education 9.

In the time since their evaluation, Mormon Hills has separated Health and Career Education 9 and Planning 10 and is now teaching them separately. The EEC saw a generally well-developed course overview for Health and Career Education 9 which included PLO's, Teaching Strategies, Assessment and Evaluation and Resources. Assessment and Evaluation Strategies are identical for each unit of study and indicate simply participation, worksheets, projects and term tests. This requires further attention. As with other intermediate course overviews, the area of assessment and evaluation needs to be further developed. The school has now designated a staff member to teach HACE 9. A course overview for Planning 10 is also in place. Although activities for assessment are listed, delineating how a student will be assessed and graded is not included in the overview.

Mormon Hills is now reporting on HACE 9 and Planning 10 on both the 1704 and on report cards.

- PE 9 is being taught as a multi-graded class, along with Grades 10 and 11. The EEC did not see a differentiation in activity or assessment between the various grades reflected on the overview.

Students in Grades 9/10/11 at Mormon Hills continue to take PE at the same time, but different course overviews are now in place. Documentation indicates that Grade 9 students should be meeting the PLO's for

		<p>Grade 9 this year. Students in Grades 10 and 11 are on a two year rotation. The EEC reviewed Course Overviews for Grades 9 and 11 (which are taught together) and observed that the activities and timeline in both Grades 9 and 11 do not line up for each term and do not appear to be current. Although the two grades are participating in the same activity at the same time, overviews do not indicate this. Overviews also fail to differentiate assessment between the two grades. There is no written differentiation of expectations/assessment between the Grade 9 and 11 students in the same class even though they are receiving credit for different courses.</p> <p>The Course overviews in the Intermediate Program (Grades 4 – 9) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.</p>
<p>6.05</p> <p>The FSA are administered to all students unless their parents choose not to have them participate. Due to the inconsistent participation in FSAs from year to year, the school has not been using the results for planning or improving student learning.</p> <p>The school does not have a policy regarding participation in FSA testing. FSA results have not been reported to parents or filed with student files as required by Ministry policy. The office provides results to parents who request results from the FSA testing. The school is required to have students participate in FSA except for those who are exempted according to the Ministry's FSA Guidelines.</p>		<p>6.05</p> <p>The Mormon Hills parent community has discussed the process of FSA's and participation rates and as a result, the school hopes to have more students writing the assessment. This discussion was included as part of the Mormon Hills School Society annual general meeting this year. The school has indicated their intention to discuss assessment results and to make subsequent adaptations to implement for future learning. The school indicates that FSA results will be kept in their student files. Mormon Hills has indicated they intend to send FSA results home to families as is required by the Ministry.</p>
<p>6.06</p> <ul style="list-style-type: none"> The EEC could not verify that students in 		<p>6.06</p> <p><i>The following concerns pertaining to the</i></p>

the Grad Transitions Program are meeting the Ministry's required hours per course.

- For this year's current Grade 12 students the course totals recorded in the student records are difficult to match with received credit for completing 9 (4 credit) courses last school year when the school calendar does not support enough time for that many credit hours to have been completed.
- The EEC could not verify that students are meeting the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11. Several other courses have instructional hours that fall slightly below what is reported in the current catalogue. The requirements of 4 credit courses are typically between 100-120 hours of annual instruction.
- The school is not clear on the Fine Arts/Applied Skills requirements and report cards further reflect this lack of clarity. (Fine Arts credit for Sewing 10.)
- Mormon Hills is not fulfilling the Graduation Program Order's requirement to offer both Fine Arts and Applied Skills courses each school year to students in Grade 10, 11 or 12.
- Although Mormon Hills is requiring students to meet the 80 hours of activity requirement for Grad transitions, students are not being required to participate in 150 minutes of physical activity a week and the EEC did not find evidence of a tracking system for students to meet this DPA requirement.
- Mormon Hills is offering a combined PE 9/10/11 course. Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between the three grade levels in this multi-graded course.
- The course overviews for Apprenticeship and Workplace 11 Math and Earth Science 11 need to show greater detail and linkage

Graduation Program were noted in the report written by the EEC in the Mormon Hill's external evaluation in October of 2012. On the monitoring visit, the EEC reviewed each of these areas with staff and verified documentation as required. The statement in bold below each concern provides an update.

- The EEC could not verify that students in the Grad Transitions Program are meeting the Ministry's required hours per course. For example this year's current Grade 12 students received credit for completing 9 (4 credit) courses last school year when the school calendar does not support enough time for that many credit hours to have been completed.

Mormon Hills is now maintaining Grad transition portfolios for each student in Grades 10-12. Students are using the Ministry Course Planning Worksheet and credits are now being tracked. Student files showed evidence of personality and temperament assessments, personal profiles and career assessments, resume preparation. Grade 11 portfolios include a record of volunteer hours. The EEC saw limited evidence of outcomes pertaining to personal health and the DPA tracking sheet used at Mormon Hills needs to be revised to a system that tracks 150 minutes of activity each week. The current system reflects haphazard tracking by students and was requesting 150 hours per year from students. The school is also encouraged to ensure that the tracking of graduation credits remains current as the Grade 12 folders reviewed contained only preliminary programming that had been completed by students in Grade 10 and was outdated as it had since changed – as evidenced when compared with the students' 1704's.

Mormon Hills has now included the Grad Transition credit on the student's permanent records.

between learning outcomes, teaching strategies and evaluations.

- The course overviews for Religion 10A and B and Religion 11, and also for Textiles 11 and 12 that were reviewed by the EEC were identical. The EEC did not see Board Authorized Course forms for Religion 11 and 12.
- The school does not have an accurate course overview in place for PE 12. The school is offering a course called "PE 12: Coaching." The learning outcomes indicated on the overview are the outcomes listed on the PE 11 IRP. The school may want to consider the Ministry approved course called Coaching (which has entirely different outcomes and requirements from PE 11) or develop a BAA course that provides for a student assisting PE classes in lower grades as a 'coaching / teacher assistance' type course.
- Ministry transcripts over the past couple of years as well as current records demonstrate that not all students at Mormon Hills on the graduation track are meeting the Ministry requirement to complete 16 hours of Grade 12 credits or 28 hours of electives as required by the Ministry of Education. There appears to be inconsistent practise and unclear reporting of transfer credit through TRAX.
- Mormon Hills needs to use the correct course codes and names in documentation such as reporting and school-designed transcripts.
- Due to inadequate course reporting or offerings, a number of students did not meet graduation requirements at the end of last school year, as indicated by Ministry reports to the school. Since the school's course offerings change within their graduation program annually, the school needs to institute a Student Learning Plan as part of its Graduation Transitions program that accurately tracks and plans how students intend to meet the graduation

- The EEC could not verify that students are requiring the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11. Several other courses have instructional hours that fall slightly below what is reported in the current catalogue.

The EEC examined timetables that indicate adequate instructional hours in the above courses.

- Although Mormon Hills is requiring students to meet the 80 hours of activity requirement for Grad transitions, students are not being required to participate in 150 minutes of physical activity a week and the EEC did not find evidence of a tracking system for students to meet this DPA requirement.

The EEC did not find evidence that Grade 12's have met the 150 minutes/week DPA requirement. There was a tracking sheet was used however it indicated that 150 hours are required in their Grade 11 and 12 years. Consequently, the tracking sheet being used showed sporadic activity for some students. Grade 11 students are meeting the requirement through their PE programs.

- The course overviews for Apprenticeship and Workplace 11 Math and Earth Science 11 need to show greater detail and linkage between learning outcomes, teaching strategies and evaluations.

The course overviews for Apprenticeship and Workplace 11 Math and Earth Science continue to remain skeletal. The overviews require the addition of teaching strategies

requirements through course selection. This should be reviewed with students at least annually in Grades 10 through 12.

- Report cards indicate that students are receiving their Fine Arts 10 credit by taking Textiles which is an Applied Skills course.
- A policy on determining transfer credits needs to be developed for crediting courses that students from Mormon Hills take at the local College or elsewhere. Currently practices are inconsistent and course codes are not being indicated on report cards and school-issued transcripts.
- The course overviews presented to the EEC for MHS History and Religion 10A and 10B were identical. The school has not developed a framework or rationale for the BAA courses for which they are requesting approval. They indicate that the courses are being used on a rotational basis, but how this is being managed has not clearly been articulated. The EEC did not sign off on BAA courses offered at Mormon Hills.

and learning activities as well as specific assessment strategies.

- The course overviews for Religion 10A and B and Religion 11, and for Textiles 11 and 12 that were viewed by the EEC were identical. The EEC did not see Board Authorized Course forms for Religion 11 and 12.

The school has developed course overviews for Grade 10 and 11 Bible and Mormon History Courses that are distinct in nature and the school has identified a two year rotation for these courses. The course overviews for Textiles 11 and 12 courses are similar. However, students in Grade 12 are expected to make their own patterns and investigate the marketing and business potential of sewing, and are obviously sewing more complex projects. This was verbalized but the differentiation should be included on course overviews. The school has prepared Board authorized course forms for both the Religious Studies 11 and 12 courses and is awaiting Ministry approval for these locally developed courses.

- Mormon Hills is running a PE 9/10/11 course. Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between the three grade levels in this multi-graded course.
- The school does not have an accurate course overview in place for PE 12. The school is offering a course called PE 12: Coaching. The learning outcomes indicated on the overview are the outcomes listed on the PE 11 IRP. The school may want to consider the Ministry approved course called

		<p>Coaching which has completely different outcomes and requirements.</p> <p>Students in Grades 9/10/11 at Mormon Hills continue to take PE at the same time, but different course overviews are in place. Students in Grades 10 and 11 are on a two year rotation. Documentation indicates that Grade 10 students are meeting the PLO's for Grade 11 this year and Grade 10 PLO's will be met the following year. Therefore, this year Grade 9 and 10 students are taking PE 11 with the Grade 11 students. Next year when in Grade 11, the Grade 10's will take PE 10. The EEC reviewed Course Overviews for Grades 9 and 11 and observed that the activities and timeline in both Grades 9 and 11 do not line up for each term and do not appear to be current. Although the two grades are participating in the same activity, overviews do not indicate this. Overviews also fail to differentiate assessment between the two grades. There is no written differentiation of expectations/assessment between the grades.</p> <p>Mormon Hills also needs to update their PR cards to reflect the sequencing they are using for PE. The EEC observed that students currently in Grade 10 have PE 10 listed on their card, when they are actually currently enrolled in PE 11 and supposed to be receiving credit for PE 11, and have not yet completed PE 10.</p> <p>The school has developed a PE 12 course overview, but there are no students currently enrolled in the course. There is one student completing an IDIS PE Course. The EEC observed appropriate documentation, requirements and monitoring for this course.</p> <ul style="list-style-type: none"> Ministry transcripts over the past couple of years as well as current records demonstrate that not all students at Mormon Hills on the graduation track are meeting the Ministry requirement to complete 16
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hours of Grade 12 credits or 28 hours of electives as identified to the school by the Ministry of Education. There seems to be inconsistent practise and unclear reporting of transfer credit through Trax.

The School has learned to successfully navigate the Trax system and last year's graduates received their graduation documents in March of 2013.

- Mormon Hills is not fulfilling the Graduation Program Order's requirement to offer both Fine Arts and Applied Skills courses each school year to students in Grade 10, 11 or 12.

All grade 9 and 10 students now take a half year of visual arts to meet the Ministry Fine Arts requirement. The EEC saw evidence that Fine Arts is now being reported on both report cards and on 1704's. The school is encouraged to specify what constitutes the fine arts option when granting credit to the student and is encouraged to work towards consistency in their use of course codes and abbreviations on the 1704's.

- As the Mormon Hills course offerings change within their graduation program annually, the school may wish to consider implementing a system for tracking credit hours and requirements for each student individually for the Grad Transitions program. This should be reviewed with students at least annually in Grades 10 through 12.

The Grad Transitions portfolios examined by the EEC did not show evidence of program tracking that is current. Calculating credit should be done on an annual basis and revised as necessary. However, overall, there appears to be a better understanding of courses required and the need to track student progress over

	<p>student Grade 10-12 school years to meet the Ministry requirement for the Grad Transitions program.</p> <ul style="list-style-type: none"> • Mormon Hills should use the correct course codes and names in documentation such as reporting and school-designed transcripts. <p>Mormon Hills is in the process of revising both 1704's and student report cards. The school is using the Ministry Handbook of Procedures and is working at using consistent course codes. The EEC observed early steps in this process.</p> <ul style="list-style-type: none"> • Report cards indicate that students are receiving their Fine Arts 10 credit by taking Textiles which is an Applied Skills course. <p>The school now demonstrates an understanding of courses that constitute Fine Arts and Applied Skills. Incorrect reporting has been corrected.</p> <ul style="list-style-type: none"> • A policy on determining transfer credits needs to be developed for crediting courses that students from Mormon Hills take at the local College or elsewhere. Currently practices are inconsistent and course codes are not being indicated on report cards and school-issued transcripts. <p>The school has not developed written policy in regards to transfer credits. Because Mormon Hills connects with the College of the Rockies and values that relationship, the school is encouraged to develop a written policy as to how courses will be assessed as transferable, credit eligibility and the reporting of these courses. The school is cautioned in their use of IDIS course designations.</p>
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	<ul style="list-style-type: none"> The course overviews presented to the EEC for MHS History and Religion 10A and 10B were identical. The school has not developed a framework or rationale for the BAA courses for which they are requesting approval. They indicate that the courses are being used on a rotational basis, but how this is being managed has not clearly been articulated. The EEC did not sign off on BAA courses offered at Mormon Hills. <p>The EEC reviewed course overviews for a Grade 10 Bible Class and for a Grade 11 Mormon History course. Course overviews clearly articulate content and resources and class activities. The school is encouraged to better articulate student assessment in these courses.</p>
<p>6.08</p> <p>*Reporting is in place but is inadequate.</p> <ul style="list-style-type: none"> Report Cards at Mormon Hills for students in Grades 4-12 do not meet the requirements of the Student Progress Reporting Order. Although letter grades are provided, written comments are inconsistent, often missing or failed to comment on student progress in relation to the learning outcomes. There is inconsistency on report cards – some courses have a hand-written percentage entered; while others do not. Although teachers acknowledge that adaptations and modifications are being made for students in the instructional setting, these accommodations remain undocumented on report cards. Some students at Mormon Hills are taking courses in the grade level above their current year. Student grades should be recorded at the time the student completes the course and entered on the student's 1704 accordingly – not written on a post-it 	<p>6.08</p> <p>Reporting is in place but is inadequate.</p> <ul style="list-style-type: none"> Report Cards at Mormon Hills for students in Grades 4-12 do not meet the requirements of the Student Progress Reporting Order. Although letter grades are provided, written comments are inconsistent, often missing or failed to comment on student progress in relation to the learning outcomes. There is inconsistency on report cards – some courses have a hand-written percentage entered; while others do not. <p>*Mormon Hills is in the process of designing a new report card template which will require teachers to enter grades electronically. In the interim, the school is using paper report cards and have revised their template to include the DPA requirement. The school has formulated written policy that indicates that report cards must include an achievement comment and a growth area comment for each subject area. The EEC did not see evidence that adequate reporting is yet in place when reviewing</p>

note to be entered the following academic year. Some student progress entered on the 1704's is undated.

- In reporting for the Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas. "Fine Arts" is indicated but not the specific course a student has taken.
- In some cases, credit is being given to students for inappropriate course areas. One file the EEC reviewed indicated a student had received Fine Arts credit for a Sewing course taken.
- The EEC notes a significant discrepancy between the average school mark and the average exam mark in all Grade 10-11 and 12 exams. The school acknowledges that their classroom grading is not in line with student performance on standardized assessment.
- Ministry Echo reports have indicated that students are not meeting graduation requirements while the school assumed they would have graduated. This is an indication that planning for graduation and sufficient course offerings to meet graduation requirements is inadequate.

report cards that had been issued in February of 2013.

The EEC observed that reporting continues to be inadequate in the following areas:

- Although teachers acknowledge that adaptations and modifications are being made for students in the instructional setting, these accommodations remain undocumented on report cards.

Although IEP's are now in place for students who so require at Mormon Hills, student report cards written in February of 2013 still failed to indicate whether the student is on an adapted or modified program and what those accommodations involve.

- Some students at Mormon Hills are taking courses in the grade level above their current year. Student grades should be recorded at the time the student completes the course and entered on the student's 1704 accordingly – not written on a post-it note to be entered the following academic year. Some student progress entered on the 1704's is undated.

Mormon Hills is working on revising all student 1704's. The EEC observed that this is in process. There was some concern that PE 10 was showing on permanent record cards for students in Grade 10 who were actually taking PE 11 this year.

- In reporting for the Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas. "Fine Arts" is indicated but not the specific course a student has taken.

	<p>Mormon Hill continues to work on creating accurate and specific 1704 and report card forms. The Feb. 2013 report card continues to list Fine Arts rather than the specific course taken. The school indicates that this will be revised on both forms.</p> <ul style="list-style-type: none"> • In some cases, credit is being given to students for inappropriate course areas. One file the EEC reviewed indicated a student had received Fine Arts credit for a Sewing course taken. <p>The school indicates an understanding of what constitutes both Fine Arts and Applied Skills courses and has taken steps to correct errors in student reporting.</p> <ul style="list-style-type: none"> • The EEC notes a significant discrepancy between the average school mark and the average exam mark in all Grade 10-11 and 12 exams. The school acknowledges that their classroom grading is not in line with student performance on standardized assessment. <p>The school indicates that assessment discrepancies have been discussed by the staff at Mormon Hills. This is a topic that has been identified for ongoing discussion at the school. The staff is encouraged to familiarize themselves with, and to incorporate the BC Performance Standards in their assessment to a greater extent.</p>
<p>6.10 Mormon Hills offers services for s.22 with special needs. A current IEP is in place s.22 Parents have been involved in the creation of the IEPs along with school staff. Outside consultation and support services are provided by professionals in the community.</p>	<p>6.10 The school has realized that they need to provide more intervention for students and have now released one of their teachers one afternoon a week to create and monitor IEP's and to serve as a reading specialist. They have recently purchased the Slossen and intend to use it as a diagnostic tool when it arrives on campus.</p>

<p>The Special Education program is overseen by one classroom teacher who acts as case manager and makes funding applications on behalf of the school. There are two full time educational assistants who offer support for student with special needs and students receiving extra help in various classrooms.</p> <p>There is no school wide learning support screening procedure to assess student needs. Classroom teachers do their own individual assessments and support students within the classroom with the help of educational assistants. Classroom adaptations for individual students are not documented on IEPs or support plans nor reported on term reports. No formal structure of coordinated Learning Assistance exists for the school.</p>	
<p><u>POLICY ISSUES:</u></p> <ul style="list-style-type: none"> • The school has not yet completed the development of a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”, the school is required to verify with the Ministry by June 1, 2013 , that this policy has been developed and adopted by their authority. • PR cards need to be updated. Course codes and titles need to be used accurately to report which courses are being taken and assessed. • To strengthen planning for graduation, the school is required to develop Student Learning Plans for all students enrolled in the Graduation Program to ensure that students are on the correct pathway to graduation. <p>The school authority is asked to review the items listed below and report in writing to the Inspector its intended response to each of the following items by February 1, 2013:</p>	<p><u>POLICY ISSUES:</u></p> <ol style="list-style-type: none"> 1. Daily Physical Activity – There are still some inadequacies in tracking student DPA, particularly in the Grad Transitions portfolios. The Grade 12 Grad portfolios do not show recorded evidence of students having completed 150 minutes of weekly activity. 2. Policy Development. The school has begun to draft policy in various areas but there is a need to develop school policy regarding transfer credit/equivalency/external credits and Special Education in particular. 3. Assessment. The area of student assessment continues to challenge staff at Mormon Hills. Course overviews require further attention in this area. There is currently no reflection of student assessment (other than observation) in IEP documents for students with special needs or those requiring learning

assistance. There are no pre and post assessments in place to monitor student progress. Additionally, questions around the accuracy of student assessment continue to emerge through the differential between school and standardized assessments such as FSA's.

STATUTORY REQUIREMENTS:

The EEC concludes that Mormon Hills must meet the following requirements:

- BAA courses for MHS History and Religion 10 A and 10 B not yet meeting Ministry standards.
- Verify that students in the Grad Transitions Program are meeting the Ministry's required hours per course.
- Verify that students are receiving the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11.
- Assign a certified teacher in place for all textiles courses.
- Adjust the Graduation Transition program to meet Ministry standards and to include Student Learning Plans
- Adjust the reporting practices at the school to meet ministry requirements for reporting student achievement. (Some student progress entered on the 1704's is undated, in reporting for the Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas.)
- Track and report on DPA requirements.
- Differentiate how course content and assessment will be taught in multi grade classrooms. (Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore

STATUTORY REQUIREMENTS:

The school is required to verify with the Ministry by **June 1, 2013**, that this Statutory Requirement has been met or is in process.

Report Cards at Mormon Hills do not meet the requirements of the Ministerial Student Progress Report Order.

- The school is working at using course codes consistently and reporting on courses by name. The school must ensure that students in multi-graded classrooms (PE 9/10/11) are getting the appropriate grade level credit each year.
- As indicated in the Ministerial Order, report card comments must indicate what students are able to do, the areas in which students require further attention or development and ways of supporting the student in his/her learning. The EEC did not see evidence of this currently on Mormon Hills report cards.
- There are students at Mormon Hills who are on IEP's and receiving adaptations. None of this information is currently

<p>fail to differentiate between grade levels in multi-graded courses.)</p> <ul style="list-style-type: none"> • Adjust course overviews and course curriculum to meet the requirements for Health and Career Education. • Course overviews reflecting the required elements must be in place for each course for which credit is granted. <p>The school must report to the Inspector of Independent Schools that it has met (or the process is in place to meet) the requirements by December 15, 2012.</p>	<p>reflected on report cards.</p>

A. School Information

NAME OF SCHOOL Mormon Hills School	
ADDRESS OF SCHOOL 876 Lyons Rd Lister BC	SCHOOL MINISTRY CODE 00896726SSW
CITY Creston BC	POSTAL CODE V0B 1G2
NAME OF SOCIETY/COMPANY Mormon Hills School Society	
GRADE RANGE (of grades offered) K - 12	ENROLMENT 178

B. Classification Recommendation

(if dual classification is recommended, indicate the grade levels recommended for each new group)

☒ **Group 1**

☐ **Group 2**

☐ **Group 4**

☐ **Dual: Group**

Group

Grade Levels
K - 12

C. External Evaluation Committee (EEC)

(The EEC has been appointed by the Inspector of Independent Schools to prepare this report in accordance with Section 3 of the *Independent School Act*.)

Name(s)

Berne Watters (Chair)

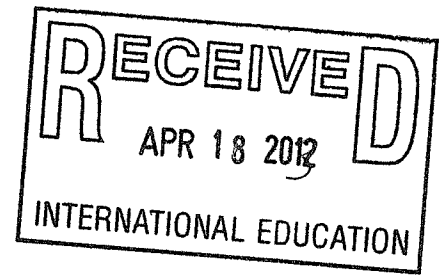
Heather Smith

Signature(s)

Berne Watters
H Smith

Date of EEC Visit:

April 8 – 9, 2013



April 15, 2013

Subject: Report Cover Sheet page

Attention:

Attached is the Report Cover Sheet page for the recent monitoring visit for Mormon Hills School (April 8 – 9, 2013). The electronic copy of the report has been sent to the Office of the Inspector of Independent Schools as required.

Sincerely,

A handwritten signature in cursive script that reads "Berne Watters".

Berne Watters,

Chair

MONITORING EVALUATION REPORT
ON
MORMONS HILLS SCHOOL SOCIETY, CRESTON, BC

APRIL 8 – 9, 2013

INTRODUCTION:

Mormon Hills School, (hereinafter referred to as the school) is presently classified as a Group 1 independent school (K - 12) in Creston, BC. The school is located in Creston, 876 Lyons Road and is operated under Mormon Hills School Society. The monitoring evaluation is a follow-up to Policy and Statutory Issues that resulted from the fall External Evaluation that the school underwent October 24 – 26, 2012.

The school enrolment is a total of 178 students (K – 12) as of April 8, 2013 and there are no home learners. The members of the Monitoring Evaluation Committee (hereinafter referred to as the EEC) were: Berne Watters (Chair), and Heather Smith. This report will address the Policy Issues outlined in the school's External Evaluation report dated October 24 – 26, 2013. This monitoring visit is reporting only on the sections that were in non-compliance. The report template has been modified to reflect this. The report focuses on the sections where there were Policy Issues and statutory requirements in the External Evaluation report dated October 24 – 26, 2013.

This External Evaluation Committee (EEC) has been appointed in accordance with Section 3 of the *Independent School Act (the Act)*, which authorizes the Inspector of Independent Schools to appoint external evaluation committees and to specify their duties.

The EEC met with the principal and vice-principal before school on the initial morning of its visit to explain the purpose and process of the monitoring evaluation. The EEC met again with them and staff at the end of the visit to report out its findings. During the school visit the EEC spent time with the principal and staff.

The EEC interviewed the principal, vice-principal and some teachers during the process. The EEC reviewed Mormon Hills Schools (MHS) written response to the Policy Issues that resulted from the fall External Evaluation Report. The team also reviewed curriculum overviews, plans and implementation strategies; and checked records, including student assessment and attendance. The EEC also reviewed with the principal a broad range of topics related to the administration such as examination of administrative procedures, school files, and teacher certification.

The EEC thanks all members of the teaching and support staff, students and administrative personnel for their hospitality and cooperation during the school evaluation.

The following concerns were noted in the report written by the EEC in the Mormon Hill's external evaluation in October of 2012. During the monitoring visit, (April 8 – 9, 2013) the EEC reviewed each of the areas identified below with the principal, vice-principal and staff, verifying documentation as required. (Areas that were compliant in the fall inspection report appear blank below). Each area of concern was re-assessed below.

4.03 Student Records

Y, N, N/A

☒ Y All items in the Permanent Student Record (Form 1704) are current and complete as specified in the "Student Records: Requirements and Best Practice Guidelines for Independent Schools (2012)"

Form 1704 have attached inclusions:

- ☒ Y Medical alerts, e.g., epilepsy, anaphylaxis
- ☒ Y Legal alerts, e.g., court orders, name change, immigration documents
- ☒ Y Individual Education Plans (IEP) and Case Management Plans (CMP)
- ☒ Y Education support services, e.g., testing, adjudication requirements
- ☐ Notification of student registered as being homeschooled
- ☒ Y If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.

Student Records include the following Additional Required items:

- ☐ Copy of verified original birth certificate or other legitimate identification document
- ☐ Official names of parents/guardians with home/work contact information
- ☐ Parent/guardian information – declaration of being lawfully admitted to Canada and resident in BC (Appendix II of the Student Records: Requirements and Best Practice Guidelines)
- ☐ Sharing the Policy with the school community
- ☒ Y* Protocols for updating Permanent Student Records annually
- ☐ Protocols for handling of sensitive information, access and disclosure of information, and transfer and storage of student records.

☐ The storage of Permanent Student Records ensures safekeeping from fire, theft, etc.

***The EEC observed that permanent student record cards are now being maintained. Mormon Hills School (MHS) is working on a policy for student support and reallocated a certified teacher one afternoon a week to help with the learning assistance needs of the school. The school is now making changes with student record keeping ensuring IEP records are attached to the 1704 forms. In addition, the school is in the process of developing new protocols for updating permanent student records annually; part of their new practice will involve an electronic format uploaded to a secure portable hard drive. The school's permanent student records are now beginning to include the proper course codes, medical alerts, IEP reports, and education support services documents are attached.**

4.07 Utilization of Provincial Conditional Grants

Y, N, N/A

☐* The school has participated in the 'Ready, Set, Learn' program.

***The school has now taken steps to apply for the 'Ready, Set, Learn' program and plan to implement it for the fall of 2013.**

4.09 Communication

Y, N, N/A

☐ Staff meetings are regularly scheduled.

☐ Parent communication occurs frequently.

☐ All school policies are available and communicated to staff, students, and parents (handbooks, website postings, etc.).

☐ The Office of the Inspector's e-Board is monitored regularly.

☐ Y Has this responsibility been assigned to a staff member?

***The responsibility of monitoring the e-Board regularly is done weekly by the principal**

4.12 Student Supervision

Y, N, N/A

☒ Y The school has practices/policies relating to the supervision of students: in or around the school building (before, during and after school).

☐ The school has practices/policies relating to the supervision of students on field trips.

☐ These practices/policies have been communicated to teachers, parents, and students.

*The EEC noted that the school now has practices/policies to the supervision of students that include before, during school and after school.

4.13 Abuse Protocols

Y, N, N/A

☐ The school has a policy related to the reporting of child abuse.

☐ The school's policy reflects the procedures described in **The B.C. Handbook for Action on Child Abuse and Neglect** and the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

☒ Y The school has designated an Appointed School Official to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

☐ The child abuse policy is communicated to staff and parents.

☐ School staff is trained in relation to this policy.

*The school principal fulfills the role of Appointed School Official to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

4.15 Emergency Policies/Procedures

Y, N, N/A

☒ Y The school has written policies and procedures in place to deal with accidents and medical alert situations and these policies and procedures have been communicated to staff and parents.

☐ The school has implemented transportation/field trip safety procedures and these policies and procedures have been communicated to staff, students and parents.

☐ There is staff trained for first aid/emergency situations.

☐ The school has student safety procedures in place when using rented facilities to fulfill educational program requirements.

☐ The school has/operates its own bus or bus system. If yes, complete next two items.

Y, N

☐ The school has the appropriate bus insurance and is in compliance with regular inspection and maintenance according to the Ministry of Transportation requirements.

☐ Policies and procedures are in place ensuring the safety of students when using the bus system to transport students to and from school and /or field trips.

*MHS now has written emergency practices/policies and procedures in place and they have been communicated to all staff and parents.

SECTION 5 – TEACHER CERTIFICATION, EVALUATION, AND PROFESSIONAL DEVELOPMENT AND SUPPORT STAFF:

5.01 Teacher Certification and Assignment

	#
Number of full time BC Certified Teachers (includes Principal):	<u>9</u>
Number of part time BC Certified Teachers:	<u>0</u>
Number of teachers with a current Letter of Permission:	<u>1</u>
Number of teachers without BC Certification:	<u>0</u>
<ul style="list-style-type: none">• Non-compliance (not yet applied for TRB certification)• TRB application in progress, but not received• Expired or lapsed TRB certification	

Currently, all teachers at Mormon Hills School are BC Certified

Teachers employed by the school as of September 30, as reported on the Ministry I-2001 forms and in the evaluation catalogue, were found to be BC certified as required by Section 3(1)(d) of the Schedule to the *Independent School Act*.”.

5.04 Teacher and Principal Evaluation

Y, N, N/A

☐* The school has written teacher and principal evaluation policies.

☐ Teacher and principal evaluations occur according to policy.

* (In process) The school has developed a written policy on teacher and principal evaluation to be completed and placed in teacher files. The school will hire a professional educator from outside the school community to evaluate teachers and assessment of teaching practices. The school will have evaluations in place by May 2013. As part of the new evaluation policy, MHS will ensure that teacher evaluation happens the first and second year of the teachers' employment and every two subsequent years.

SECTION 6 - EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

6.03 Primary Program - Kindergarten to Grade 3

S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

☐ The EEC confirms that course overviews for Core Courses (Language Arts/English, Mathematics, Social Studies and Science) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

☐S The EEC confirms that course overviews for Non-Core Courses (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes *in accordance with the curriculum organizers in the applicable educational guides* are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

☐ The EEC confirms that course overviews for Authority-approved Courses (Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

S	For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
	For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.
	Report cards communicate student progress to parents.
S	The school meets the requirements for Daily Physical Activity (30 minutes per day) and report out to parents that these requirements have been met.

***Requirements for Daily Physical Education are being met in Grades K – 3 through daily PE and the school has shown that changes have been made to report card templates to ensure that teachers are reporting to parents that DPA requirements are being met for each student.**

***In all multi-graded classrooms at MHS, teachers have developed a clear plan for how they are implementing their rotations so that all learning outcomes will be met for each grade level in the rotation cycle.**

***(In process) MHS will implement professional development for teachers to collaborate on how HCE is being integrated across curriculum. Primary teachers' course overviews appear to be complete in meeting ministry PLOs. Report card templates have been adapted to ensure DPA is being reported to parents.**

Course overviews in the Primary Program (Grades K-3) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

6.04 Intermediate Program

During this monitoring visit, the EEC examined areas that had received an unsatisfactory rating in the fall evaluation only. These areas were re-evaluated below.

Program 1, Grades: 1, Grades 4-7	*Program 2, Grades: 2, Grades 8-9	*fill in Program 2 only if intermediate program is divided into 2 distinct programs. (e.g. Program 1: grades 4-7 and Program 2: grades 8-9)
----------------------------------	-----------------------------------	---

S, U, N/A S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

<input type="checkbox"/>	<input type="checkbox"/>	The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies, Science and second language instruction [grades 5-8]) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
<input type="checkbox"/>	S	The EEC confirms that course overviews for <u>Non-Core Courses</u> (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes <i>in accordance with curriculum organizers in the applicable educational guides</i> are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
<input type="checkbox"/>	<input type="checkbox"/>	The EEC confirms that course overviews for any additional <u>Authority-approved Courses</u> (locally developed courses such as Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
<input type="checkbox"/>	S	For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
<input type="checkbox"/>	<input type="checkbox"/>	For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.
<input type="checkbox"/>	U*	Report cards communicate student progress to parents.
<input type="checkbox"/>	S	The school meets the requirements for Daily Physical Activity (30 minutes per day in grades 4-7 and have the option to do 150 minutes per week in grades 8-9) and reports out to parents separately on report cards that these requirements have been met.
<input type="checkbox"/>	S*	If grade 8-9 students are choosing to meet the weekly requirements, the school has implemented a tracking system to ensure that these weekly DPA requirements are met.

For Grades 8-9

The following concerns pertaining to the Intermediate Program (Grades 8 and 9) were noted in the report written by the EEC in the Mormon Hill's external evaluation in October of 2012. During the monitoring visit, the EEC reviewed each of these areas with Mormon Hills staff and verified documentation as required. The statement in bold below each concern provides an update regarding each concern.

- Although Mormon Hills is aware of, and reporting on, the Daily Physical Activity requirement, the EEC could not verify the implementation of a system to track student activity to ascertain whether they are meeting daily or weekly requirements.

There is no tracking system in place for Grades 8 and 9 as DPA for both Grade 8 and 9 students is currently being met through PE instructional time. All Grade 8 and 9 students receive PE instruction two days a week for 90 minutes.

- Schedules and information on student permanent record cards do not demonstrate Grade 9 students meeting the Ministry requirement for a Fine Arts credit. No overview is in place for Fine Arts 9.

The EEC reviewed a newly well-developed 2 credit course overview for Fine Arts 9. Grade 9 students will now meet the Ministry requirement and receive a Fine Arts credit.

- Mormon Hills recorded a 4 day x 34 week school year in 2011-12 and a 4 day x 32 week year in 2012-13. In reviewing schedules, the EEC was unable to verify the school's alignment with the Ministry recommended time allotments for percentages of instructional time allocated to various subject areas in the intermediate grades.

Mormon Hills School is operating a four day a week school calendar for 32 calendar weeks. Additionally, they have scheduled twelve instructional days on Friday throughout the year to provided additional instructional time. They calculate this to be the equivalent of 35 instructional weeks and teach 6.5 hours a day for a total of 910 instructional hours in their school year. The allocations for instructional hours for various courses vary from their catalogue preparation, but it appears they are meeting the Ministry requirement for hours of instruction per course.

- Several course overviews at Mormon Hills require updating as they date back to 2008-9/2009-10 and previous staff members. Grade 8 Career and Personal Planning should be changed to Health and Career Education on both overview documents and report cards. Course overviews and outlines should be titled accordingly – rather than labeling them IRP's. The EEC did not find evidence that these are working documents in the secondary grades.

The EEC saw evidence of updated course overviews. Correct Ministry terms are now generally in use at Mormon Hills School.

- Students at Mormon Hills are being given credit for Planning 9 and 10. The course overviews for the two courses that were presented to the EEC were identical. The Grade 8 course should be called and follow learning outcomes for Health and Career Education 9.

In the time since their evaluation, Mormon Hills has separated Health and Career Education 9 and Planning 10 and is now teaching them separately. The EEC saw a generally well-developed course overview for Health and Career Education 9 which included PLO's, Teaching Strategies, Assessment and Evaluation and Resources. Assessment and Evaluation Strategies are identical for each unit of study and indicate simply participation, worksheets, projects and term tests. This requires further attention. As with other intermediate course overviews, the area of assessment and evaluation needs to be further developed. The school has now designated a staff member to teach HACE 9. A course overview for Planning 10 is also in place. Although activities for assessment are listed, delineating how a student will be assessed and graded is not included in the overview.

Mormon Hills is now reporting on HACE 9 and Planning 10 on both the 1704 and on report cards.

- PE 9 is being taught as a multi-graded class, along with Grades 10 and 11. The EEC did not see a differentiation in activity or assessment between the various grades reflected on the overview.

Students in Grades 9/10/11 at Mormon Hills continue to take PE at the same time, but different course overviews are now in place. Documentation indicates that Grade 9 students should be meeting the PLO's for Grade 9 this year. Students in Grades 10 and 11 are on a two year rotation. The EEC reviewed Course Overviews for Grades 9 and 11 (which are taught together) and observed that the activities and timeline in both Grades 9 and 11 do not line up for each term and do not appear to be current. Although the two grades are participating in the same activity at the same time, overviews do not indicate this. Overviews also fail to differentiate assessment between the two grades. There is no written differentiation of expectations/assessment between the Grade 9 and 11 students in the same class even though they are receiving credit for different courses.

The Course overviews in the Intermediate Program (Grades 4 – 9) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)

Grade 4:

Percentage of students participating in Foundation Skills Assessment (FSA): 81%

Y, N, N/A

☐ N FSA results are used to enhance student learning.

☐ N FSA results are reported to parents.

Grade 7:

Percentage of students participating in Foundation Skills Assessment (FSA): 70%

Y, N, N/A

☐ N* FSA results are used to enhance student learning.

☐ N* FSA results are reported to parents.

The Mormon Hills parent community has discussed the process of FSA's and participation rates and as a result, the school hopes to have more students writing the assessment. This discussion was included as part of the Mormon Hills School Society annual general meeting this year. The school has indicated their intention to discuss assessment results and to make subsequent adaptations to implement for future learning. The school indicates that FSA results will be kept in their student files. Mormon Hills has indicated they intend to send FSA results home to families as is required by the Ministry.

6.06 2004 Graduation Program (Grades 10 to 12)

☐ Y DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

Required Elements of Course Overviews are:

- *course content.*
- *planning for assessment (instructional strategies & learning activities).*
- *achievement indicators (assessment & evaluation methods and standards)*
- *linkage with Ministry approved learning outcomes.*

The following concerns pertaining to the Intermediate Program (Grades 8 and 9) were noted in the report written by the EEC in the Mormon Hill's external evaluation in October of 2012. During the monitoring visit, the EEC reviewed each of these areas with Mormon Hills staff and verified documentation as required. The statement in bold below each concern provides an update regarding each concern.

S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

- ☐ The EEC confirms that course overviews for English provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
- ☒ S The EEC confirms that course overviews for Mathematics provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
- ☐ The EEC confirms that course overviews for Social Studies provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
- ☐ The EEC confirms that course overviews for Science provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
- ☒ S The EEC confirms that course overviews for Physical Education provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
- ☐ The EEC confirms that course overviews for Modern Languages provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
- ☒ S The EEC confirms that course overviews for Fine Arts & Applied Skills Courses provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
- ☒ S Board/Authority Authorized (BAA) Courses have been developed according to the Ministry template.
- ☒ * For BAA courses developed after August 2011, Course Forms have been submitted to ministry.

***Course forms for Bible 10 and Mormon History and Religion 11 have been prepared and are ready for submission.**

S

The EEC confirms that course overviews for Board/Authority Approved Courses provide evidence that Authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements

***Course forms for Bible 10 and Mormon History and Religion 11 have been prepared and are ready for submission.**

U*

The EEC confirms that course overviews for Health and Career Development Courses (10-12) provide evidence that Ministry prescribed learning outcomes are being met as required (i.e. Planning 10) and that Graduation Transitions (GT) includes the following components:

- Personal Health (including 150 minutes of DPA)
- Community Connectedness (including 30 hours of work experience)
- Career and Life (including transition planning)

***Grad Transition portfolios did not contain consistent records of personal health.**

S

For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).

S

The school has developed appropriate timetables to deliver the Graduation Program:

The school is assisting students in completing the requirements for Graduation Transitions.

U*

The school meets the requirements for Daily Physical Activity (150 minutes per week) and report cards reflect that these requirements have been met.

***DPA is now being reported on student report cards. The EEC saw that DPA requirements were met up to Grade 11, although tracking systems were not in place for each grade because school PE instruction meets the requirement. An adequate tracking system for Grade 12 needs to be implemented. The manner in which all students meet DPA for Grades 10-12 should be noted in the Grad Transitions Portfolio.**

U*

The school has implemented a tracking system to ensure that the DPA requirements are being met.

***DPA tracking and requirements are being up to Grade 11; however, an adequate recording system for Grades 10 through 12 needs to be implemented to meet the Grad Transitions portfolio requirements.**

The following concerns pertaining to the Graduation Program were noted in the report written by the EEC in the Mormon Hill's external evaluation in October of 2012. On the monitoring visit, the EEC reviewed each of these areas with staff and verified documentation as required. The statement in bold below each concern provides an update.

- The EEC could not verify that students in the Grad Transitions Program are meeting the Ministry's required hours per course. For example this year's current Grade 12 students received credit for completing 9 (4 credit) courses last school year when the school calendar does not support enough time for that many credit hours to have been completed.

Mormon Hills is now maintaining Grad transition portfolios for each student in Grades 10-12. Students are using the Ministry Course Planning Worksheet and credits are now being tracked. Student files showed evidence of personality and temperament assessments, personal profiles and career assessments, resume preparation. Grade 11 portfolios include a record of volunteer hours. The EEC saw limited evidence of outcomes pertaining to personal health and the DPA tracking sheet used at Mormon Hills needs to be revised to a system that tracks 150 minutes of activity each week. The current system reflects haphazard tracking by students and was requesting 150 hours per year from students. The school is also encouraged to ensure that the tracking of graduation credits remains current as the Grade 12 folders reviewed contained only preliminary programming that had been completed by students in Grade 10 and was outdated as it had since changed – as evidenced when compared with the students' 1704's.

Mormon Hills has now included the Grad Transition credit on the student's permanent records.

- The EEC could not verify that students are requiring the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11. Several other courses have instructional hours that fall slightly below what is reported in the current catalogue.

The EEC examined timetables that indicate adequate instructional hours in the above courses.

- Although Mormon Hills is requiring students to meet the 80 hours of activity requirement for Grad transitions, students are not being required to participate in 150 minutes of physical activity a week and the EEC did not find evidence of a tracking system for students to meet this DPA requirement.

The EEC did not find evidence that Grade 12's have met the 150 minutes/week DPA requirement. There was a tracking sheet was used however it indicated that 150 hours are required in their Grade 11 and 12 years. Consequently, the tracking sheet being used showed sporadic activity for some students. Grade 11 students are meeting the requirement through their PE programs.

- The course overviews for Apprenticeship and Workplace 11 Math and Earth Science 11 need to show greater detail and linkage between learning outcomes, teaching strategies and evaluations.

The course overviews for Apprenticeship and Workplace 11 Math and Earth Science continue to remain skeletal. The overviews require the addition of teaching strategies and learning activities as well as specific assessment strategies.

- The course overviews for Religion 10A and B and Religion 11, and for Textiles 11 and 12 that were viewed by the EEC were identical. The EEC did not see Board Authorized Course forms for Religion 11 and 12.

The school has developed course overviews for Grade 10 and 11 Bible and Mormon History Courses that are distinct in nature and the school has identified a two year rotation for these courses. The course overviews for Textiles 11 and 12 courses are similar. However, students in Grade 12 are expected to make their own patterns and investigate the marketing and business potential of sewing, and are obviously sewing more complex projects. This was verbalized but the differentiation should be included on course overviews. The school has prepared Board authorized course forms for both the Religious Studies 11 and 12 courses and is awaiting Ministry approval for these locally developed courses.

- Mormon Hills is running a PE 9/10/11 course. Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between the three grade levels in this multi-graded course.
- The school does not have an accurate course overview in place for PE 12. The school is offering a course called PE 12: Coaching. The learning outcomes indicated on the overview are the outcomes listed on the PE 11 IRP. The school may want to consider the Ministry approved course called Coaching which has completely different outcomes and requirements.

Students in Grades 9/10/11 at Mormon Hills continue to take PE at the same time, but different course overviews are in place. Students in Grades 10 and 11 are on a two year rotation. Documentation indicates that Grade 10 students are meeting the PLO's for Grade 11 this year and Grade 10 PLO's will be met the following year. Therefore, this year Grade 9 and 10 students are taking PE 11 with the Grade 11 students. Next year when in Grade 11, the Grade 10's will take PE 10. The EEC reviewed Course Overviews for Grades 9 and 11 and observed that the activities and timeline in both Grades 9 and 11 do not line up for each term and do not appear to be current. Although the two grades are participating in the same activity, overviews do not indicate this. Overviews also fail to differentiate assessment between the two grades. There is no written differentiation of expectations/assessment between the grades.

Mormon Hills also needs to update their PR cards to reflect the sequencing they are using for PE. The EEC observed that students currently in Grade 10 have PE 10 listed on their card, when they

are actually currently enrolled in PE 11 and supposed to be receiving credit for PE 11, and have not yet completed PE 10.

The school has developed a PE 12 course overview, but there are no students currently enrolled in the course. There is one student completing an IDIS PE Course. The EEC observed appropriate documentation, requirements and monitoring for this course.

- Ministry transcripts over the past couple of years as well as current records demonstrate that not all students at Mormon Hills on the graduation track are meeting the Ministry requirement to complete 16 hours of Grade 12 credits or 28 hours of electives as identified to the school by the Ministry of Education. There seems to be inconsistent practise and unclear reporting of transfer credit through Trax.

The School has learned to successfully navigate the Trax system and last year's graduates received their graduation documents in March of 2013.

- Mormon Hills is not fulfilling the Graduation Program Order's requirement to offer both Fine Arts and Applied Skills courses each school year to students in Grade 10, 11 or 12.

All grade 9 and 10 students now take a half year of visual arts to meet the Ministry Fine Arts requirement. The EEC saw evidence that Fine Arts is now being reported on both report cards and on 1704's. The school is encouraged to specify what constitutes the fine arts option when granting credit to the student and is encouraged to work towards consistency in their use of course codes and abbreviations on the 1704's.

- As the Mormon Hills course offerings change within their graduation program annually, the school may wish to consider implementing a system for tracking credit hours and requirements for each student individually for the Grad Transitions program. This should be reviewed with students at least annually in Grades 10 through 12.

The Grad Transitions portfolios examined by the EEC did not show evidence of program tracking that is current. Calculating credit should be done on an annual basis and revised as necessary. However, overall, there appears to be a better understanding of courses required and the need to track student progress over student Grade 10-12 school years to meet the Ministry requirement for the Grad Transitions program.

- Mormon Hills should use the correct course codes and names in documentation such as reporting and school-designed transcripts.

Mormon Hills is in the process of revising both 1704's and student report cards. The school is using the Ministry Handbook of Procedures and is working at using consistent course codes. The EEC observed early steps in this process.

- Report cards indicate that students are receiving their Fine Arts 10 credit by taking Textiles which is an Applied Skills course.

The school now demonstrates an understanding of courses that constitute Fine Arts and Applied Skills. Incorrect reporting has been corrected.

- A policy on determining transfer credits needs to be developed for crediting courses that students from Mormon Hills take at the local College or elsewhere. Currently practices are inconsistent and course codes are not being indicated on report cards and school-issued transcripts.

The school has not developed written policy in regards to transfer credits. Because Mormon Hills connects with the College of the Rockies and values that relationship, the school is encouraged to develop a written policy as to how courses will be assessed as transferable, credit eligibility and the reporting of these courses. The school is cautioned in their use of IDIS course designations.

- The course overviews presented to the EEC for MHS History and Religion 10A and 10B were identical. The school has not developed a framework or rationale for the BAA courses for which they are requesting approval. They indicate that the courses are being used on a rotational basis, but how this is being managed has not clearly been articulated. The EEC did not sign off on BAA courses offered at Mormon Hills.

The EEC reviewed course overviews for a Grade 10 Bible Class and for a Grade 11 Mormon History course. Course overviews clearly articulate content and resources and class activities. The school is encouraged to better articulate student assessment in these courses.

6.07 Graduation Credits

Y, N, N/A

N*

The school has policies and procedures in place for students to gain graduation course credits through:

- Equivalency
- Challenge
- External Credits

Mormon Hills indicated that they follow procedures that are set out by the Handbook of Procedures; but the EEC did not see evidence of school-developed written policy in regards to equivalency, challenge and external credits.

Graduation Program completion:

All of Mormon Hill's Grade 12 students completed their school program in January 2013, so there is no Grade 12 program being offered at the school this semester.

6.08 Student Progress Reporting for Grades 10 to 12

Y, N, N/A

☐ Y* Report cards communicate student progress to parents.

☐ The school uses relevant Provincial Exam data to inform practice.

Reporting is in place but is inadequate.

- Report Cards at Mormon Hills for students in Grades 4-12 do not meet the requirements of the Student Progress Reporting Order. Although letter grades are provided, written comments are inconsistent, often missing or failed to comment on student progress in relation to the learning outcomes. There is inconsistency on report cards – some courses have a hand-written percentage entered; while others do not.

***Mormon Hills is in the process of designing a new report card template which will require teachers to enter grades electronically. In the interim, the school is using paper report cards and have revised their template to include the DPA requirement. The school has formulated written policy that indicates that report cards must include an achievement comment and a growth area comment for each subject area. The EEC did not see evidence that adequate reporting is yet in place when reviewing report cards that had been issued in February of 2013.**

The EEC observed that reporting continues to be inadequate in the following areas:

- Although teachers acknowledge that adaptations and modifications are being made for students in the instructional setting, these accommodations remain undocumented on report cards.

Although IEP's are now in place for students who so require at Mormon Hills, student report cards written in February of 2013 still failed to indicate whether the student is on an adapted or modified program and what those accommodations involve.

- Some students at Mormon Hills are taking courses in the grade level above their current year. Student grades should be recorded at the time the student completes the course and entered on the student's 1704 accordingly – not written on a post-it note to be entered the following academic year. Some student progress entered on the 1704's is undated.

Mormon Hills is working on revising all student 1704's. The EEC observed that this is in process. There was some concern that PE 10 was showing on permanent record cards for students in Grade 10 who were actually taking PE 11 this year.

- In reporting for the Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas. "Fine Arts" is indicated but not the specific course a student has taken.

Mormon Hill continues to work on creating accurate and specific 1704 and report card forms. The Feb. 2013 report card continues to list Fine Arts rather than the specific course taken. The school indicates that this will be revised on both forms.

- In some cases, credit is being given to students for inappropriate course areas. One file the EEC reviewed indicated a student had received Fine Arts credit for a Sewing course taken.

The school indicates an understanding of what constitutes both Fine Arts and Applied Skills courses and has taken steps to correct errors in student reporting.

- The EEC notes a significant discrepancy between the average school mark and the average exam mark in all Grade 10-11 and 12 exams. The school acknowledges that their classroom grading is not in line with student performance on standardized assessment.

The school indicates that assessment discrepancies have been discussed by the staff at Mormon Hills. This is a topic that has been identified for ongoing discussion at the school. The staff is encouraged to familiarize themselves with, and to incorporate the BC Performance Standards in their assessment to a greater extent.

6.09 and 6.10 Special Education Programs and Diagnostic Referral Services

Y, N, N/A

☐ DOES THE SCHOOL OFFER THE SPECIAL EDUCATION PROGRAMS

☒ N The school has developed a Special Education Policy addressing admission, programs and delivery of special education services.

☒ N This policy has been made available to parents (eg. School Handbook, online, etc.)

☐ The school has a current IEP (dated current school year) for each funded special needs student.

The school reviews the IEP _____ times per year.

☐ Parents are offered the opportunity to be involved in development and review of IEP

☐ The school has developed a Special Education Budget to reflect anticipated expenditures based on the students' needs identified in students' IEPs.

☐ School has on file Parent/Guardian Confirmation forms for all funded students

☐ The Special Education program provides links with the student's IEPs and the program offered by the school.

☒ N The school has a School Completion Certificate (Evergreen Certificate) Policy/Program.

☐ N The school has a student referral (for additional services) process in place.

☐ N The school has procedures (assessment instruments and resources) in place to diagnose learning problems.

The school has realized that they need to provide more intervention for students and have now released one of their teachers one afternoon a week to create and monitor IEP's and to serve as a reading specialist. They have recently purchased the Slossen and intend to use it as a diagnostic tool when it arrives on campus.

6.14 Curriculum Implementation and Review

Y, N, N/A

☐ N Curriculum review and implementation occurs.

7.0 REPORT SUMMARY:

It is apparent that the staff at Mormon Hills School have worked very hard, particularly on the graduation program, since the EEC visit in October of 2012. The school has addressed many of the issues that were brought to their attention by the inspection team and are to be commended for their attention to these issues.

The following issues requiring further attention emerged from the EEC monitoring visit, the school is required to verify with the Ministry by **June 1, 2013**, that these policies have been addressed.

POLICY ISSUES:

1. Daily Physical Activity – There are still some inadequacies in tracking student DPA, particularly in the Grad Transitions portfolios. The Grade 12 Grad portfolios do not show recorded evidence of students having completed 150 minutes of weekly activity.
2. Policy Development. The school has begun to draft policy in various areas but there is a need to develop school policy regarding transfer credit/equivalency/external credits and Special Education in particular.
3. Assessment. The area of student assessment continues to challenge staff at Mormon Hills. Course overviews require further attention in this area. There is currently no reflection of student assessment (other than observation) in IEP documents for students with special needs or those requiring learning assistance. There are no pre and post assessments in place to monitor student progress. Additionally, questions around the accuracy of student assessment continue to emerge through the differential between school and standardized assessments such as FSA's.

STATUTORY REQUIREMENTS:

The school is required to verify with the Ministry by **June 1, 2013**, that this Statutory Requirement has been met or is in process.

Report Cards at Mormon Hills do not meet the requirements of the Ministerial Student Progress Report Order.

- The school is working at using course codes consistently and reporting on courses by name. The school must ensure that students in multi-graded classrooms (PE 9/10/11) are getting the appropriate grade level credit each year.
- As indicated in the Ministerial Order, report card comments must indicate what students are able to do, the areas in which students require further attention or development and ways of supporting the student in his/her learning. The EEC did not see evidence of this currently on Mormon Hills report cards.
- There are students at Mormon Hills who are on IEP's and receiving adaptations. None of this information is currently reflected on report cards.

8.0 SUMMATIVE RECOMMENDATION:

Group 1 – It is the opinion of the External Evaluation Committee that (Mormon Hills School) satisfies the requirements for Group 1 classification, and recommends that this classification be granted, contingent on meeting the conditions of Section 3 (1) (a) of the Schedule of the *Independent School Act* regarding the FTE cost per student in the previous school year which is determined by the Inspector of Independent Schools (and contingent on meeting the requirements as set out under the heading Statutory Requirements in the Report Summary).

From: Berne Watters 222
Sent: Monday, April 15, 2013 10:17 AM
To: EDUC Independent Schools Office EDUC:EX
Subject: EEC_Report_Mormon Hills School Society_00896726SSW_Watters
Attachments: EEC_Report_Mormon Hills School Society_0089672SSW_Watters.docx

Please find attached the Monitoring Report for Mormon Hills School (April 8 - 9, 2013). This report is in response to policy and statutory issues from the fall External Evaluation report for Mormon Hills School (October 24 - 26, 2012). The report has been saved in the same title as the report from October. The cover sheet has been mailed as required as of today's date.

Sincerely,
Berne Watters
Chair

A. School Information

NAME OF SCHOOL Mormon Hills School	
ADDRESS OF SCHOOL 876 Lyons Rd Lister BC	SCHOOL MINISTRY CODE 00896726SSW
CITY Creston BC	POSTAL CODE V0B 1G2
NAME OF SOCIETY/COMPANY Mormon Hills School Society	
GRADE RANGE (of grades offered) K - 12	ENROLMENT 177

B. Classification Recommendation

(if dual classification is recommended, indicate the grade levels recommended for each new group)

- ☒ **Group 1**
- ☐ **Group 2**
- ☐ **Group 4**
- ☐ **Dual: Group**
Group

Grade Levels
K - 12

C. External Evaluation Committee (EEC)

(The EEC has been appointed by the Inspector of Independent Schools to prepare this report in accordance with Section 3 of the *Independent School Act*.)

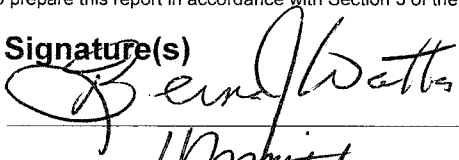
Name(s)


Berne Watters (Chair)

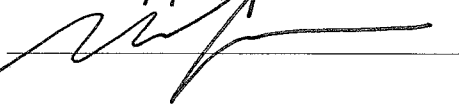
Heather Smith

Maurice Jacob

Signature(s)







Date of EEC Visit:

October 24 – 25 2012

EXTERNAL EVALUATION REPORT
ON
MORMONS HILLS SCHOOL SOCIETY, CRESTON, BC
OCTOBER 24-25, 2012

INTRODUCTION:

Mormon Hills School, (hereinafter referred to as the school) is presently classified as a Group 1 independent school (K - 12) in Creston, BC. The school is located in Creston, 876 Lyons Road and is operated under Mormon Hills School Society. The School Authority meets twice a year and the school board meets quarterly. The principal is subject to the chairman of the board and the principal is responsible for timetable construction, professional development, school discipline, staff meetings, teaching and school programs.

The school enrolment is a total of 177 students (K – 12) as noted in the Catalogue of School Data, September 30th and there are no Home Learners registered. The school enrolls 6 international students from the USA. The members of the External Evaluation Committee (hereinafter referred to as the EEC) were: Berne Watters (Chair), Heather Smith and Maurice Jacob.

This External Evaluation Committee (EEC) has been appointed in accordance with Section 3 of the *Independent School Act (the Act)*, which authorizes the Inspector of Independent Schools to appoint external evaluation committees and to specify their duties.

The EEC met with the principal and teachers before school on the initial morning of its visit to explain the purpose and process of the external evaluation. The EEC met again with the principal and staff at the end of the visit to report out its findings. During the school visit the EEC spent time with the teachers and principal and visited the classrooms to observe the instructional program in all of the classrooms.

The EEC interviewed the principal, teachers and some students. During the process the EEC reviewed curriculum overviews, plans and implementation strategies; checked facilities, resources and records, including student assessment and attendance. The EEC also reviewed with the principal a broad range of topics related to the administration such as examination of administrative procedures, school files, certification, CRC's and the supervision of instruction.

The EEC thanks all members of the teaching and support staff, students and administrative personnel for their hospitality and cooperation during the school evaluation.

SECTION 1 – GENERAL INFORMATION:

Registration #: S-45871(Mormon Hills School Society)

Registration # verified against which document: School Catalogue

Date of last filing of annual report to Registrar of Companies: October 5, 2012

Program changes

- Added Full Day Kindergarten class, Grade 11 and 12

Facility changes

- New computer lab with 15 computers
- New concrete pad for floor hockey and basket ball
- New swings installed in playground
- New centrally located administration offices
- Renovated a new classroom with two bathrooms
- Newly renovated work space for sewing room

Authority/Administrative Structure Changes

- New principal
- New Vice principal

School Authority

Mormon Hills School operates under the Mormon Hills School Society. The Mormon Hills School Society meets twice a year and the school board meets quarterly.

SECTION 2 - SCHOOL FACILITIES:

The school is situated on a property which contains six acres of land providing ample room for classroom buildings and playing fields. The facilities consist of six detached classrooms, one building for the computer lab, the main building, a two story structure that consists of a large classroom, washroom facilities and storage. The classrooms being used are adequate for the instructional program being offered. The school classroom buildings are surrounded by a grass play area and the building and grounds are well maintained. The school grounds are well maintained and adequately meet the needs for current school programs.

Daily janitorial and maintenance are covered for the buildings and grounds by community members who are responsible for building/ground maintenance and routine safety checks. There are risk management strategies in place for use of community facilities and off-site school uses. The EEC saw evidence of parent support (with CRC's in place) for off campus trips.

2.01 The school meets the municipal codes for:

Y, N, N/A

☒ zoning and building

☒ fire prevention

☒ The school has a current* letter from the municipality/regional district** stating that there are no outstanding compliance concerns.

A letter is on file from the Regional District of Central Kootenay confirming that there are no outstanding compliance order concerns. Occupancy permits/inspection reports for the most recent building projects are on file. Alarms, fire extinguishers and safety equipment have been checked and they are in good working order.

☒ Alarms, fire extinguishers and safety equipment are and regularly inspected and serviced.

2.02 Safety drills are carried out regularly:

	Frequency of Drill
Earthquake Drill:	1
Fire Drill:	3
Other Drills: List nature and frequency	Drills are done each term throughout the school year

2.03 School facility maintenance and safety:

Y, N, N/A

☒ School facility is well maintained and is clean

☒ Maintenance and safety procedures are in place for buildings, school grounds play grounds and perimeter grounds

☒ School conducts routine safety checks and other school mandated external inspections or reviews

Safety equipment, fire alarms and fire extinguishers are operational and serviced regularly.

SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

The school philosophy encompasses Christian ideology which includes the fundamental principles of the Mormon faith. The school works to incorporate the family and community values of the Bountiful community which include a close connection to the earth, gardens, and farming lifestyle as well as valuing youth as contributing members of their families and community.

Future school plans

- Plans to construct a Gymnasium and basketball court
- Add an adventure playground
- Enhance professional development program school wide
- Apply for Ready, Set, Learn grant
- Apply for French grant to enhance French program

The stated philosophy and activities observed by the EEC suggests that the school is fulfilling the requirement of Section 1 of the Schedule of the *Independent School Act*, regarding school programs.

SECTION 4 – SCHOOL ADMINISTRATION

4.01 Administrative Structure

Y, N, N/A

☒ Y An administrative structure exists within the school and key administration responsibilities have been identified.

4.02 Principal

Y, N, N/A

☒ Y Administrative time allocated is sufficient to enable the principal to fulfil his/her duties.

☒ Y The school principal is a BC certified teacher.

The school board is responsible for the operation of the school under the authority of the Mormon Hills School Society. The school board meet quarterly and is responsible for setting the budget and local school policies.

The principal serves as the central figure within the school and is responsible for the day to day operation as well as overseeing the academic and religion programs.

The Authority operating this independent school has designated a teacher to be the principal, in accordance with Section 8 of the *Independent School Act*.

4.03 Student Records

Y, N, N/A

N*	All items in the Permanent Student Record (Form 1704) are current and complete as specified in the "Student Records: Requirements and Best Practice Guidelines for Independent Schools (2012)"
----	--

Form 1704 have attached inclusions:

N/A	Medical alerts, e.g., epilepsy, anaphylaxis
N/A	Legal alerts, e.g., court orders, name change, immigration documents
N	Individual Education Plans (IEP) and Case Management Plans (CMP)
N	Education support services, e.g., testing, adjudication requirements
N/A	Notification of student registered as being homeschooled
N/A	If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.

Student Records include the following Additional Required items:

Y	Copy of verified original birth certificate or other legitimate identification document
Y	Official names of parents/guardians with home/work contact information
Y	Parent/guardian information – declaration of being lawfully admitted to Canada and resident in BC (Appendix II of the Student Records: Requirements and Best Practice Guidelines)
Y	Sharing the Policy with the school community
N	Protocols for updating Permanent Student Records annually
Y	Protocols for handling of sensitive information, access and disclosure of information, and transfer and storage of student records.
Y	The storage of Permanent Student Records ensures safekeeping from fire, theft, etc.

*The EEC observed that student permanent record cards are not current and are not being maintained.

The school is required to maintain up-to-date permanent student records

*The school has not yet completed the development of a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”. **The school is required to verify with the Ministry by June 1, 2013, that this policy has been developed and adopted by their authority.**

4.04 Personal Information Protection Act (PIPA)

Y, N, N/A

☐ Y The school has a written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school.

☐ Y The school has procedures in place to communicate the policy.

4.05 Registered Homeschooled Children and other enrolments

Y, N, N/A

☐ N/A The school offers a homeschooling program,

☐ N/A The school has Permanent Student Records and assigned PEN numbers for all registered homeschoolers.

☐ N/A The school has a policy in place to provide services and resources to homeschoolers (in compliance with *Independent School Regulation, Section 6*).

☐ N/A The 1704 inclusion contains notification that these children are ‘homeschooled.’ (see “Student Records: Requirements and Best Practices Guidelines - PART I, B, 1(f))

☐ N The school enrolls ‘non-eligible’ students, e.g., international students or short-term enrolments who are non-eligible for funding.

☐ Y The school has evidence on file verifying that students are lawfully in Canada

☐ N The school enrolls aboriginal on-reserve students who are funded by INAC

Number of INAC funded students: N/A

Mormon Hills School currently has 6 international students (USA).

4.06 Utilization of Provincial Government Grants (Group 1 and 2 schools only)

Y, N, N/A

☐ Y The school is in compliance with Section 12 (3) of the Act specifying that eligible student grants may only be used for operating expenses.

☐ Y The school is in compliance with Section 12 (4) of the Act specifying that the grants may not exceed the total operating costs.

☐ Y This school year, the school anticipates receiving special education grants

Total Special Education Grant Received: \$ 18,300

Total number of students with special needs 22's

☐ N The school receives French Grant. If yes, provide Total French Grant Received:
\$ N/A

☐ Y The school has completed an annual financial audit

Name of Auditing Company/Firm: T.G. Bambrick & Associates

4.07 Utilization of Provincial Conditional Grants

Y, N, N/A

☐ N The school has participated in the 'Ready, Set, Learn' program.

4.08 Bonding Information (Group 4 schools only)

Y, N, N/A

☐ N/A Is this school a Group 4 school?

☐ N/A The Group 4 school has a "Fees and Bonding Statement" for the current school year that has been filed with the Office of the Inspector of Independent Schools.

☐ N/A Information concerning the protection afforded by the bond is included in the promotional materials and meets Ministry requirements.

The school is in compliance with Section 12 (3) of the Act specifying that grants may only be used for operating expenses, and Section 12 (4) of the Act specifying that the grants may not exceed the total operating costs.

4.09 Communication

Y, N, N/A

☐ Y

Staff meetings are regularly scheduled.

☐ Y

Parent communication occurs frequently.

☐ Y

All school policies are available and communicated to staff, students, and parents (handbooks, website postings, etc.).

☐ Y

The Office of the Inspector's e-Board is monitored regularly.

☐ N

Has this responsibility been assigned to a staff member?

4.10 Appeals

Y, N, N/A

☐ Y

The school has a policy for dealing with appeals by parents regarding school decision which reflects the principles as described in the resource entitled, "Procedural Fairness: Best Practices for Independent Schools".

4.11 Student Discipline

Y, N, N/A

☐ Y

The school has written discipline policies and procedures.

☐ Y

Discipline policies and procedures have been communicated to staff, students, and parents.

4.12 Student Supervision

Y, N, N/A

☐ N*

The school has practices/policies relating to the supervision of students: in or around the school building (before, during and after school).

☐ Y

The school has practices/policies relating to the supervision of students on field trips.

☐ Y

These practices/policies have been communicated to teachers, parents, and students.

*The EEC verified that the school has supervision before and during school but no supervision after school. **The school is required to have policy and practice for student supervision before, during, and after school.**

- The EEC noted that a "blanket" permission trip for field trips had been sent home for the year.

The school is advised to obtain permission for individual field trip events and to ensure that parents and students are informed prior to providing permission of the risk assessments that have been completed by the school for each event.

4.13 Abuse Protocols

Y, N, N/A

☐ Y

The school has a policy related to the reporting of child abuse.

☐ Y

The school's policy reflects the procedures described in **The B.C. Handbook for Action on Child Abuse and Neglect** and the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

☐ N

The school has designated an Appointed School Official to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."

☐ Y

The child abuse policy is communicated to staff and parents.

☐ Y

School staff is trained in relation to this policy.

4.14 Anti-bullying and Harassment Policy

Y, N, N/A

☐ Y

The school has an anti-bullying and harassment policy.

☐ Y

The anti-bullying and harassment policy have been communicated to staff, parents and students and have been implemented.

☐ Y

Does the school's curriculum includes anti-bullying/harassment programs (if applicable, describe in comment box)

4.15 Emergency Policies/Procedures

Y, N, N/A

☐ N

The school has written policies and procedures in place to deal with accidents and medical alert situations and these policies and procedures have been communicated to staff and parents.

☐ Y

The school has implemented transportation/field trip safety procedures and these policies and procedures have been communicated to staff, students and parents.

☐ Y

There is staff trained for first aid/emergency situations.

☐ Y

The school has student safety procedures in place when using rented facilities to fulfill educational program requirements.

☐ N

The school has/operates its own bus or bus system. If yes, complete next two items.

The school has the appropriate bus insurance and is in compliance with regular inspection and maintenance according to the Ministry of Transportation requirements.

Policies and procedures are in place ensuring the safety of students when using the bus system to transport students to and from school and /or field trips.

The school is advised to develop and communicate with school community an emergency response policy and procedure to deal with accidents and medical alert situations.

SECTION 5 – TEACHER CERTIFICATION, EVALUATION, AND PROFESSIONAL DEVELOPMENT AND SUPPORT STAFF:

5.01 Teacher Certification and Assignment

#

Number of full time BC Certified Teachers (includes Principal):

9

Number of part time BC Certified Teachers:

0

Number of teachers with a current Letter of Permission:

0

Number of teachers without BC Certification:

S22

- Non-compliance (not yet applied for TRB certification)
- TRB application in progress, but not received
- Expired or lapsed TRB certification

Number of new Teachers this year

0

Number of new Teachers last year

0

Y, N, N/A

Teachers' personnel files include copies of appropriate and valid BC teaching certificates (BCCT or TRB).

Administration verifies that all teachers have current TRB status (see TRB Website).

Administration tracks CRC renewals/currency for all BC Certified Teachers

All teachers are appropriately assigned with respect to any certificate restrictions.

In Group 4 schools with multiple intake dates in a year, administration is planning to ensure all teachers are BC certified for each term over a 12-month period.

ELL programs/courses taken for credit are taught by BC certified teachers.

Furthermore zzS at the time of inspection. Please see Appendix A (Teacher Certification)

*Mormon Hills has a strong sewing program but the EEC observed that zzS
zzS under the supervision of a certified teacher. This arrangement does not meet the teacher certification requirements and the school is required to assign a certified teacher to teach the Textiles courses.

Teachers employed by the school as of September 30, as reported on the Ministry I-2001 forms and in the evaluation catalogue, were found to be BC certified as required by Section 3(1)(d) of the Schedule to the *Independent School Act*.”

5.02 Support Staff

Y, N, N/A

☒ Y The EEC confirms the number of administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, persons assigned other tasks, etc. as provided by the school in the Catalogue of School data.

☒ Y Satisfactory criminal record checks, in accordance with the "Criminal Records Review Act" have been obtained and placed on file for all employees (other than certified teachers) and contractors working with children.

☒ Y The school authority ensures that CRC are renewed every 5 years.

#

Number of Teaching Assistants employed: 7

Number of non-certified staff working with students.(e.g. librarian etc) 3

There is evidence on file that criminal record checks are current and have been completed for all employees and contractors “working with children”.

5.03 Professional Development

Number of days allotted to professional development:

3

Y, N, N/A

☒ Y

Procedures are in place to orient new teachers to the school.

5.04 Teacher and Principal Evaluation

Y, N, N/A

☐ N*

The school has written teacher and principal evaluation policies.

☒ Y

Teacher and principal evaluations occur according to policy.

*The school does not have a written policy on teacher and principal evaluation. Current practise is that the principal writes a teacher evaluation on all teachers new to the school. The principal does evaluations on current teachers every second year. To date, the current principal has not had a written evaluation.

The school is required to develop a written teacher and principal evaluation policy and implement the same.

SECTION 6 - EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

6.01 Instructional Time Requirements

Y, N, N/A

☐ Y

The educational program meets the time requirements as specified in the Educational Standards Order (Section 2, 3, 4).

The EEC confirms the school's actual instructional hours as 875 per year.

6.02 Grade Groupings

Grades are grouped based on student enrolment to complete class size allocations. In some instances the curriculum is cycled over two years and in other classes the curriculum is taught separately to the combined grades.

K/1, 2/3, 4, 5, 6, 7, 8, 9/10/11/12

6.03 Primary Program - Kindergarten to Grade 3

Y, N, N/A

☐ Y

DOES THE SCHOOL OFFER PRIMARY GRADES

Y, N, N/A

☐ Y

School Kindergarten program is:

☐ N/A

Funded full-day

☐ N/A

Funded half-day

☐ N/A

Funded both full-day and half-day

Required Elements of Course Overviews are:

- *course content.*
- *planning for assessment (instructional strategies & learning activities).*
- *achievement indicators (assessment & evaluation methods and standards).*
- *linkage with Ministry approved learning outcomes.*

The course content at each grade level is well presented and students were observed actively engaged in their learning. Instructional activities, as evidenced in the planning and during classroom observation, were appropriate to the grade level observed and the subject of the lesson.

There was clear evidence of planning for assessment in all primary classrooms. Workbooks and reproducible materials are utilized extensively for instructional support in the areas of general Language Arts, Spelling, Phonics, Math and Religion. Within the teacher planning documents, there was some inconsistency in what was listed as Planning for Assessment and Achievement Indicators.

There was a variety of achievement indicators being used to measure student learning in the Primary Grades. Completion of workbook activities and teacher-created worksheet collections is used extensively to assess learning as well as tests, quizzes, teacher observations, conferences and conversations.

While requirements for Daily Physical Education are being met in Grades K-3 through daily PE, this is not reported to parents on term end reports.

S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

S	The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies and Science) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
S*	The EEC confirms that course overviews for <u>Non-Core Courses</u> (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes <i>in accordance with the curriculum organizers in the applicable educational guides</i> are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
S	The EEC confirms that course overviews for <u>Authority-approved Courses</u> (Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

- ☐ U For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
- ☐ S For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.
- ☐ S Report cards communicate student progress to parents.
- ☐ S* The school meets the requirements for Daily Physical Activity (30 minutes per day) and report out to parents that these requirements have been met.

*The Health and Career Education curriculum is being covered on its own as well as integrated into Social Studies, Physical Education, Science and Religion. The EEC could not determine whether all outcomes were covered. Reporting to parents of HCE outcomes did not appear in the term reports in student Permanent Student Records.

The school is required to develop course overviews for Health and Career Education (including the elements of time-line, course content, planning for assessment, achievement indicators, and ministry outcomes linkage) showing how all curriculum outcomes are addressed through the integration in other courses.

*Classroom teachers are responsible for their own Physical Education program. This is scheduled each day for 30 minutes which also fulfills the requirements of Daily Physical Activity. DPA is not reported to parents on term or year-end reports.

DPA completion must be reported on report cards.

The teachers in the primary grades appear to have a clear understanding of the curriculum and the teaching strategies appropriate for their grade levels. The activities observed and those evidenced in teacher's plans are well targeted toward the age and development of the children they work with. A strong reliance on workbooks and worksheets was evident in all primary grades along with whole class activities. Students seemed happy, actively engaged in their learning and keen to share what they were accomplishing.

The Language Arts program includes a variety of letter and word recognition activities, games, phonics and spelling programs as well as individual and whole class reading activities. Math in the Primary Grades is taught using worksheets as a primary resource to reinforce taught concepts in addition to calendar and other whole class activities and lessons.

Each classroom teacher is responsible for teaching Religion which is taught and integrated into other subject areas.

Fine Arts is taught by the classroom teachers and also intergrated into many subject areas as

evidence in the student work throughout the primary classrooms. Music and drama are used in various subjects to enhance lessons in Religion, Socials and Physical Education and Health and Career Education.

Course overviews in the Primary Program (Grades K-3) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

6.04 Intermediate Program

Y, N
☐ Y ☐ N DOES THE SCHOOL OFFER INTERMEDIATE GRADES

Required Elements of Course Overviews are:

- *course content.*
- *planning for assessment (instructional strategies & learning activities).*
- *achievement indicators (assessment & evaluation methods and standards).*
- *linkage with Ministry approved learning outcomes.*

Program 1, Grades: 1, Grades: 4-7	*Program 2, Grades: 2, Grades: 8-9	*fill in Program 2 only if intermediate program is divided into 2 distinct programs. (e.g. Program 1: grades 4-7 and Program 2: grades 8-9)
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S, U, N/A S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

<input type="checkbox"/> S	<input type="checkbox"/> S	The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies, Science and second language instruction [grades 5-8]) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
----------------------------	----------------------------	---

<input type="checkbox"/> S	<input type="checkbox"/> U	The EEC confirms that course overviews for <u>Non-Core Courses</u> (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes <i>in accordance with curriculum organizers in the applicable educational guides</i> are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
----------------------------	----------------------------	--

N/A	S	The EEC confirms that course overviews for any additional <u>Authority-approved Courses</u> (locally developed courses such as Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
N/A	U	For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
N/A	N/A	For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.
S	U	Report cards communicate student progress to parents.
S	U	The school meets the requirements for Daily Physical Activity (30 minutes per day in grades 4-7 and have the option to do 150 minutes per week in grades 8-9) and reports out to parents separately on report cards that these requirements have been met.
N/A	U	If grade 8-9 students are choosing to meet the weekly requirements, the school has implemented a tracking system to ensure that these weekly DPA requirements are met.

For Grades 4-7

The teachers in the Grades 4-7 have a clear understanding of the curriculum and the teaching strategies appropriate for their grade levels. The activities observed and those evidenced in teacher's plans are well targeted toward the age and development of the children in those grades. Textbooks, workbooks and worksheets were used extensively as instructional resources along with whole class activities. Students seemed happy, actively engaged in their learning, keen to share what they were accomplishing and focused on the task at hand.

The Language Arts program includes a variety of novel studies, grammar and spelling programs as well as individual and whole class writing and reading activities. Math in Grades 4-7 is taught using a textbook and workbook as primary resources to reinforce taught concepts. Students complete worksheets to reinforce new and basic skills.

Each classroom teacher is responsible for teaching Religion which is taught daily and integrated into other subject areas. Fine Arts is taught by the classroom teachers and also well integrated into many subject areas as evidence in the student work throughout the classrooms.

The Health and Career Education curriculum is being covered on its own as well as integrated into Social Studies, Physical Education, Science and Religion. **The school is required to develop course overviews for Health and Career Education (including the elements of time-line, course content, planning for assessment, achievement indicators, and ministry outcomes linkage) showing how all curriculum outcomes are addressed through the integration in other courses. The school is further required to report on HCE separately in both report cards and on the 1704.**

Classroom teachers are responsible for their own Physical Education program. This is scheduled each day for 30 minutes which also fulfills the requirements of Daily Physical Activity. However, DPA is not reported to parents on term or year-end reports.

The school is required to report DPA completion on report cards.

For Grades 8-9

Mormon Hills School has a positive tone and instructional environment. Students were engaged in lessons that were observed and teachers appear committed and hard-working as they endeavour to create interesting and relevant lessons. Classroom décor is bright, cheerful, welcoming and reflects the student learning that is occurring at each grade level.

Grade 8 Course Overviews in the areas of Math, PE, Science, English, Health and Career Education, Social Studies, French, Religion and Art demonstrate diligent preparation and adequate linkage to Ministry learning outcomes. Student portfolios demonstrate a variety of instructional strategies and activities are being used and the EEC noted consistent assessment practices in all curricular areas. Students are provided with instruction in French and the course overview indicates a blend of oral and written activity and varied assessment strategies. Ministry approved resources are in place throughout the Grade 8 curriculum and are supplemented by the Pro-Active Curriculum in several curricular areas. Due to a lack of gym facilities, the PE program occurs outside until

inclement weather requires them to move into a church auditorium. Grade 8 students at Mormon Hills take a Cooking course that follows the Open School modules.

Adequate course overviews are in place for the majority of the Grade 9 subject areas; exceptions are noted below. Course overviews include detailed teaching strategies, varied assessment practices and the integration of a number of resources. The school has worked hard to network with community resources and overviews indicate a number of trips into the community and the invitation of a number of community speakers who contribute to the program in place. The EEC observed excellent rapport between students and the teacher.

- Although Mormon Hills is aware of, and reporting on, the Daily Physical Activity requirement, at the time of the inspection the EEC could not verify that student DPA activity was being tracked to verify completion of program requirements.
- Schedules and information on student permanent record cards do not demonstrate Grade 9 students meeting the Ministry requirement for a Fine Arts credit. No overview is in place for Fine Arts 9.
- Several course overviews at Mormon Hills are dated back to 2008-9/2009-10 and were written by previous staff members. Grade 8 and 9 Career and Personal Planning must be changed to Health and Career Education curriculum on both course overview documents and report cards.
- Planning 10 is taught at both Grade 9 and 10 level.
- PE 9 is being taught as a multi-graded class, along with Grades 10 and 11. The EEC did not see a differentiation in activity or assessment between the various grades reflected on the overview.

Course overviews in the Intermediate Program (Grades 4 – 9) with the exception of PE and Planning 10 include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)

Grade 4: %

Percentage of students participating in Foundation Skills Assessment (FSA): 81

Y, N, N/A

☐ N FSA results are used to enhance student learning.

☐ N FSA results are reported to parents.

Grade 7: %

Percentage of students participating in Foundation Skills Assessment (FSA): 62

Y, N, N/A

☐ N FSA results are used to enhance student learning.

☐ N FSA results are reported to parents.

The FSA are administered to all students unless their parents choose not to have them participate. Due to the inconsistent participation in FSAs from year to year, the school has not been using the results for planning or improving student learning.

The school does not have a policy regarding participation in FSA testing. FSA results have not been reported to parents or filed with student files as required by Ministry policy. The office provides results to parents who request results from the FSA testing. **The school is required to have students participate in FSA except for those who are exempted according to the Ministry's FSA Guidelines.**

6.06 2004 Graduation Program (Grades 10 to 12)

Y, N

☐ Y DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

Required Elements of Course Overviews are:

- *course content.*
- *planning for assessment (instructional strategies & learning activities).*
- *achievement indicators (assessment & evaluation methods and standards)*
- *linkage with Ministry approved learning outcomes.*

S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

S	The EEC confirms that course overviews for <u>English</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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S*	The EEC confirms that course overviews for <u>Mathematics</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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*Please see note regarding Apprenticeship and Workplace Math 11 below.

S	The EEC confirms that course overviews for <u>Social Studies</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
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S*	The EEC confirms that course overviews for <u>Science</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
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*Please see note regarding Earth Science 11 below.

U	The EEC confirms that course overviews for <u>Physical Education</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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N/A	The EEC confirms that course overviews for <u>Modern Languages</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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U	The EEC confirms that course overviews for <u>Fine Arts & Applied Skills Courses</u> provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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U	Board/Authority Authorized (BAA) Courses have been developed according to the Ministry template.
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U	For BAA courses developed after August 2011, Course Forms have been submitted to ministry. (Non-compliance MHS History and Religion 10 A&B see Appendix B)
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- ☐ U The EEC confirms that course overviews for Board/Authority Approved Courses provide evidence that Authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
- ☐ U The EEC confirms that course overviews for Health and Career Development Courses (10-12) provide evidence that Ministry prescribed learning outcomes are being met as required (i.e. Planning 10) and that Graduation Transitions (GT) includes the following components:
- Personal Health (including 150 minutes of DPA)
 - Community Connectedness (including 30 hours of work experience)
 - Career and Life (including transition planning)
- ☐ U For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
- ☐ U The school has developed appropriate timetables to deliver the Graduation Program:
- ☐ S The school is assisting students in completing the requirements for Graduation Transitions.
- ☐ U The school meets the requirements for Daily Physical Activity (150 minutes per week) and report cards reflect that these requirements have been met.
- ☐ U The school has implemented a tracking system to ensure that the DPA requirements are being met.

The school offers Foundations and Pre-Calculus Math in Grade 10 and then Apprenticeship and Workplace Math in Grade 11. The school switched from Foundations Math 11 to Apprenticeship Math 11 in early October based on student interests. The school is in the process of developing its program for this course and intends to use a variety of textbook resources, including Essentials of Math 11, Foundations for College Math 11 and Math Power.

The school offers Earth Science 11 as its Science course and integrates the Earth Science textbook (McDougal) with a supplementary resources from the Pro-Active Curriculum. The Science program at the school is limited as there is no lab space or equipment on site.

The school teaches a course called Mormon Church History. This course uses material and literature from Mormon Church History as well as the Bible, Book of Mormon, and the sermons of LeRoy Johnson. Mormon Hills has developed a strong Textiles program and course overviews for Family Studies 12 and these demonstrate the integration of many local resources. As there is no gym on-site at the school, the PE program is conducted outside (weather-permitting) and also uses a local church hall.

- The EEC could not verify that students in the Grad Transitions Program are meeting the Ministry's required hours per course.
- For this year's current Grade 12 students the course totals recorded in the student records are difficult to match with received credit for completing 9 (4 credit) courses last school year when the school calendar does not support enough time for that many credit hours to have been completed.
- The EEC could not verify that students are meeting the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11. Several other courses have instructional hours that fall slightly below what is reported in the current catalogue. The requirements of 4 credit courses are typically between 100-120 hours of annual instruction.
- The school is not clear on the Fine Arts/Applied Skills requirements and report cards further reflect this lack of clarity. (Fine Arts credit for Sewing 10.)
- Mormon Hills is not fulfilling the Graduation Program Order's requirement to offer both Fine Arts and Applied Skills courses each school year to students in Grade 10, 11 or 12.
- Although Mormon Hills is requiring students to meet the 80 hours of activity requirement for Grad transitions, students are not being required to participate in 150 minutes of physical activity a week and the EEC did not find evidence of a tracking system for students to meet this DPA requirement.
- Mormon Hills is offering a combined PE 9/10/11 course. Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between the three grade levels in this multi-graded course.
- The course overviews for Apprenticeship and Workplace 11 Math and Earth Science 11 need to show greater detail and linkage between learning outcomes, teaching strategies and evaluations.
- The course overviews for Religion 10A and B and Religion 11, and also for Textiles 11 and 12 that were reviewed by the EEC were identical. The EEC did not see Board Authorized Course forms for Religion 11 and 12.
- The school does not have an accurate course overview in place for PE 12. The school is offering a course called "PE 12: Coaching." The learning outcomes indicated on the overview are the outcomes listed on the PE 11 IRP. The school may want to consider the Ministry

approved course called Coaching (which has entirely different outcomes and requirements from PE 11) or develop a BAA course that provides for a student assisting PE classes in lower grades as a 'coaching / teacher assistance' type course.

- Ministry transcripts over the past couple of years as well as current records demonstrate that not all students at Mormon Hills on the graduation track are meeting the Ministry requirement to complete 16 hours of Grade 12 credits or 28 hours of electives as required by the Ministry of Education. There appears to be inconsistent practise and unclear reporting of transfer credit through TRAX.
- Mormon Hills needs to use the correct course codes and names in documentation such as reporting and school-designed transcripts.
- Due to inadequate course reporting or offerings, a number of students did not meet graduation requirements at the end of last school year, as indicated by Ministry reports to the school. Since the school's course offerings change within their graduation program annually, the school needs to institute a Student Learning Plan as part of its Graduation Transitions program that accurately tracks and plans how students intend to meet the graduation requirements through course selection. This should be reviewed with students at least annually in Grades 10 through 12.
- Report cards indicate that students are receiving their Fine Arts 10 credit by taking Textiles which is an Applied Skills course.
- A policy on determining transfer credits needs to be developed for crediting courses that students from Mormon Hills take at the local College or elsewhere. Currently practices are inconsistent and course codes are not being indicated on report cards and school-issued transcripts.
- The course overviews presented to the EEC for MHS History and Religion 10A and 10B were identical. The school has not developed a framework or rationale for the BAA courses for which they are requesting approval. They indicate that the courses are being used on a rotational basis, but how this is being managed has not clearly been articulated. The EEC did not sign off on BAA courses offered at Mormon Hills.

6.07 Graduation Credits

Y, N, N/A

- ☐ N The school has policies and procedures in place for students to gain graduation course credits through:
- Equivalency
 - Challenge
 - External Credits

Graduation Program completion:

Currently, Mormon Hills has five students in their Grade 12 year. In their Grade 11 year, these students completed their Grade 12 English and took the COTR – Comp 153 course from College of the Rockies, receiving dual credit as they also met the learning outcomes for ICTS-12. The Grade 12 students attend school Mondays and Tuesdays only and take two courses: Textiles 12 and Family Studies 12. One student has opted to take PE rather than Family Studies. Students are required to present their Grad Transitions Portfolio in their Grade 11 or 12 year.

The school does not offer a sufficient number and selection of courses enabling students to meet BC graduation requirements as specified in the Educational Standards Order (Section 5)”

6.08 Student Progress Reporting for Grades 10 to 12

Y, N, N/A

- ☐ Y* Report cards communicate student progress to parents.
- ☐ Y The school uses relevant Provincial Exam data to inform practice.
- ☐ N The school uses Ministry guidelines for the teacher-marked portions of provincial exams.

*Reporting is in place but is inadequate.

- Report Cards at Mormon Hills for students in Grades 4-12 do not meet the requirements of the Student Progress Reporting Order. Although letter grades are provided, written comments are inconsistent, often missing or failed to comment on student progress in relation to the learning outcomes. There is inconsistency on report cards – some courses have a hand-written percentage entered; while others do not.
- Although teachers acknowledge that adaptations and modifications are being made for students in the instructional setting, these accommodations remain undocumented on report cards.
- Some students at Mormon Hills are taking courses in the grade level above their current year.

6.14 Curriculum Implementation and Review

Y, N, N/A

☐ N Curriculum review and implementation occurs.

6.15 Student Counselling and Guidance Services

Y, N, N/A

☐ Y Personal, academic and/or vocational counselling is provided.

6.16 Additional Activities:

7.0 REPORT SUMMARY:

COMMENDATIONS:

- The EEC commends the school for the nurturing and loving environment that is evident throughout the entire school.
- The EEC commends the school for the excellent projects produced in the textiles program
- The EEC recognizes the effort that has been made in developing course overviews
- The EEC commends the school for the high student engagement in learning activities in the elementary school
- The EEC commends the school for their significant upgrade with their technology with the installation of the new computer lab

POLICY ISSUES:

- The school has not yet completed the development of a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”, the school is required to verify with the Ministry by **June 1, 2013**, that this policy has been developed and adopted by their authority.
- PR cards need to be updated. Course codes and titles need to be used accurately to report which courses are being taken and assessed.
- To strengthen planning for graduation, the school is required to develop Student Learning Plans for all students enrolled in the Graduation Program to ensure that students are on the correct pathway to graduation.

The school authority is asked to review the items listed below and report in writing to the Inspector its intended response to each of the following items by February 1, 2013:

STATUTORY REQUIREMENTS:

The EEC concludes that Mormon Hills must meet the following requirements:

- BAA courses for MHS History and Religion 10 A and 10 B not yet meeting Ministry standards.
- Verify that students in the Grad Transitions Program are meeting the Ministry’s required hours per course.
- Verify that students are receiving the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11.
- Assign a certified teacher in place for all textiles courses.
- Adjust the Graduation Transition program to meet Ministry standards and to include Student Learning Plans
- Adjust the reporting practices at the school to meet ministry requirements for reporting student achievement. (Some student progress entered on the 1704’s is undated, in reporting for the

Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas.)

- Track and report on DPA requirements.
- Differentiate how course content and assessment will be taught in multi grade classrooms. (Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between grade levels in multi-graded courses.)
- Adjust course overviews and course curriculum to meet the requirements for Health and Career Education.
- Course overviews reflecting the required elements must be in place for each course for which credit is granted.

The school must report to the Inspector of Independent Schools that it has met (or the process is in place to meet) the requirements by December 15, 2012.

8.0 SUMMATIVE RECOMMENDATION:

Primary and Intermediate Program (KG - Grade 9):

It is the opinion of the External Evaluation Committee that Mormon Hills School for the K-9 satisfies the requirements for Group 1 classification, and recommends that this classification be granted, contingent on meeting the requirements as set out under the heading Statutory Requirements in the Report Summary and contingent on meeting the conditions of Section 3 (1) (a) of the Schedule of the *Independent School Act* regarding the FTE cost per student in the previous school year which is determined by the Inspector of Independent Schools).

Graduation Program (Grades 10-12):

It is the opinion of the External Evaluation Committee that Mormon Hills School's Grade 10-12 program shows insufficient evidence that it meets the Ministry requirements for the 2004 Graduation Program and Group 1 status. The Committee recommends to the Inspector that the school's Grades 10-12 be considered for reclassification.

9.0 APPENDICES:

Appendix A:

- This is a list of teachers who are non-compliant with the teacher certification as stated in the *Teacher Act (2102)*.

Appendix B:

- This is a list of the Board/Authority Approved (BAA) courses that have not met the course requirements.



November 28, 2012

Ms Aloha Oler, Principal
Mormon Hills Elementary Secondary School
876 Lyons RD
Creston BC V0B 1G2

Dear Ms Oler:

The External Evaluation Committee, which recently visited Mormon Hills Elementary Secondary School, has now filed its report. A copy of the external evaluation report is enclosed. The school is to be commended on the many positive elements reported on by the Committee. The Inspector or Deputy Inspector will be making a follow-up visit to your school within the next few months and will meet with the principal and board member(s) for discussion of the report and other related matters.

The external evaluation report includes statutory requirements. In order for the school to be in compliance with the *Independent School Act* Regulations and Orders and to receive funding, the following statutory requirements must be met and/or reported on in writing to the Inspector of Independent Schools **by December 15, 2012:**

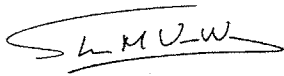
- BAA courses for MHS History and Religion 10 A and 10 B not yet meeting Ministry standards;
- verify that students in the Grad Transitions Program are meeting the Ministry's required hours per course;
- verify that students are receiving the required instructional hours for PE 10 and 11, Textiles 10 and Textiles 11;
- assign a certified teacher in place for all textiles courses;
- adjust the Graduation Transition program to meet Ministry standards and to include Student Learning Plans;
- adjust the reporting practices at the school to meet ministry requirements for reporting student achievement. (Some student progress entered on the 1704's is undated, in reporting for the Secondary grades, the Mormon Hills report card does not indicate course codes nor specify what course is taken to meet requirements in all areas.);
- track and report on DPA requirements;
- differentiate how course content and assessment will be taught in multi grade classrooms. (Course overviews do not include outcomes for all of those grades and do not show adequate linkage between outcomes and activities. They do not indicate evaluation strategies and therefore fail to differentiate between grade levels in multi-graded courses.);
- adjust course overviews and course curriculum to meet the requirements for Health and Career Education; and
- course overviews reflecting the required elements must be in place for each course for which credit is granted.

The report includes policy issues to assist the school in its further development. Please forward a letter to the Inspector of Independent Schools **by February 1, 2013**, verifying how the school plans to address the following:

- PR cards need to be updated. Course codes and titles need to be used accurately to report which courses are being taken and assessed; and
- the school is required to develop Student Learning Plans for all students enrolled in the Graduation Program to ensure that students are on the correct pathway to graduation.

The school needs to complete a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”. The school is required to verify with the Ministry by **June 1, 2013**, that this policy has been developed and adopted by the authority.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. M. V. W.', enclosed within a simple, elongated oval shape.

Theo Vandeweg, Inspector
Independent Schools Office



Ministry of Education

Office of the Inspector
of Independent Schools

Evaluation Catalogue for Independent Schools

School Year 2012-2013

Ministry School No. 00896726SSW		School Name Mormon Hills School Society	
School Address (Location) 876 Lyons Rd Lister BC V0B 1G2			
School Address (Mailing) 876 Lyons Rd.		Website Address:	
City/Town Creston, BC		Postal Code V0B 1G2	
Principal's Name Aloha Alaire Oler		<input type="checkbox"/> if new to school this year	
Current Group Classification and Cert. Expiry Date Group 1 June 30, 2013		E-Mail mormonhillsschool@yahoo.ca	
School in Continuous Existence Since (Month/Year) September 2003		School Phone 250 428 4800	
		School Fax 250 428 4810	
Name of School Authority Mormon Hills School Society			

STUDENT ENROLMENT								
A) Elementary (do not include pre-school)								
Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (A)
14	14	17	12	18	16	20	18	129
B) Secondary								
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)			
20	6	14	8	5	53			
Total of A & B Enrolment: (must be ten or more)								182

Total Registered Homeschool Learners	
--	--

The undersigned hereby certifies that the information in this Evaluation Catalogue is, to the best of his/her knowledge and understanding, complete and correct. The Declaration and the answers provided throughout the Evaluation Catalogue reflect the current status of the programs, operations, administration and staffing of the school.

Principal's Signature: _____

Date: _____

FOR MINISTRY USE ONLY

DATE RECEIVED



Ministry of Education

Office of the Inspector
of Independent Schools

INSTRUCTIONS For Evaluation Catalogue for Independent Schools

School Year 2012-2013

Please Note:

Completion of this evaluation catalogue is required from Independent Schools prior to an External Evaluation and constitutes application for Group 1, Group 2, or Group 4 classification, or reclassification.

- 1) The evaluation catalogue is provided in MS-Word 97-2003 for Windows. Please ensure that you maintain the same font (Verdana 11), format, section breaks, numbering, tables, headers, and footers.
- 2) The evaluation catalogue and appendices can be downloaded from the Independent Schools website at: http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm.
- 3) The evaluation catalogue is designed to give the External Evaluation Committee factual information that is an up-to-date summary of the philosophy, administration, curriculum, facilities, resources and equipment in the school.

WHEN DOCUMENT IS COMPLETED:

Please make one copy for your school's records and **email** the completed document to:

Office of the Inspector of Independent Schools:
EDUC.independentSchoolsOffice@gov.bc.ca

Upon submitting this information I, the authority or authorized representative, solemnly declare that the information in this document is accurate, current and complete.

****DEADLINE****
FRIDAY, SEPTEMBER 7, 2012

Do not mail the Catalogue as in previous years

COMPLETION OF THE CATALOGUE:

Please note: The catalogue has been updated.

Due to formatting changes, note the following:

- **Where there are brackets, respond within the brackets.**
- **Where there are Yes and No, check boxes.**
- **The amount of space provided for answers is not necessarily an indication of the length of the response required.**

Section 1 – General Information

1.01 Update Report

Outline the changes or improvements that have been made in programs, resources/equipment, and facilities, since the last external evaluation took place. Have any of these changes been made in response to external evaluation or monitoring inspection statutory requirements or policy issues? Explain.

a. Program changes

- Added Grade 12

b. Facility changes

- N/A

c. Authority/Administrative Structure Changes

- New Principal Aloha Alaire Oler

d. Change in staffing and student enrolment since the last external evaluation inspection:

- Last external evaluation year: (2008-2009)
No. of Teachers: (11) No. of Students: (191)
- Current Year: (2012-2013)
No. of Teachers: (11) No. of Students: (182)

1.02 School Authority

- a. Describe how the authority and/or the school board (where applicable) exercises its governance duties.
- Authority meets twice a year unless there are problems that require immediate attention.
 - School Board meets quarterly.

b. Official Registration Number: (S-45871)

Check one of the following:

- ☒ Under the *Society Act*
☐ Under the *Companies Act*
☐ With an Order in Council

c. Date of last Annual Report: (Month/Date/Year) ()

d. Has the Authority registered a Business ID with BCeID ☐ Yes ☒ No

1.03 Additional Programs

- a. Does the school operate any educational programs in addition to its Kindergarten – Grade 12 program (e.g., pre-school, adult education, etc.)?
- ☐ Yes ☒ No

If yes, describe:

•

- b. Does the School's Authority have an Agreement with the Ministry to offer instruction by means of Distributed Learning (DL)? ☐ Yes ☒ No

in a Kindergarten to Grade 9 program ☐ Yes ☒ No

Courses offered in Grades 10, 11 and 12 ☐ Yes ☒ No

- c. Are there any students in grade 10 – 12 from this school who are also enrolled in a course (or courses) offered by means of distributed learning (DL) through another Board or Authority? ☐ Yes ☒ No

If yes, describe:

•

d. Does the school offer an ESL program? ☐ Yes ☒ No

e. Does the school enrol international students? ☒ Yes ☐ No

Section 2 – School Facilities

2.01 School Building

- Year that original building was constructed: (2005)
- Year(s) of building addition(s): (2007-2008)
- Does this school meet all current municipal/regional district codes*, regarding zoning, building, fire prevention, and health?
X Yes ☐ No If no, explain..
•
- Date of last inspection(s): (Month/Date/Year) (December 2, 2010)
- Do school files contain current documented evidence that the school facilities comply with municipal/regional district requirements* for special purposes?
X Yes ☐ No If no, explain.
•

[Attach a **COPY** of a letter from the municipality/regional district* to the back of this evaluation catalogue confirming that there are no compliance-related concerns regarding the school facility and property.]

Note: A recent copy of an occupancy permit or equivalent is only required if the school has constructed a new building, building addition, or completed substantial building changes.]

- Name of Municipality:
•
- Name of Regional District:
•
Regional District of Central Kootenay
•

*Note: For aboriginal on-reserve schools, equivalent Department of Aboriginal Affairs and Northern Development (DAAND) or architect approval is acceptable.

2.02 School Building and Grounds

- a. Describe or attach a sketch of the building and grounds, showing the building size, number of classrooms, specialized facilities, playing fields, equipment and size of school property.
 - 6 Acres of land zoned for school
 - 6 classrooms 28' X 32' slab on grade stucco
 - 1 Washroom/computer lab block 38' x 32'

- 3 existing buildings

2.03 Maintenance and Safety

- a. Describe procedures employed for building and grounds maintenance, and routine safety checks.

Daily janitorial and maintenance by community members.

Section 3 – Educational Philosophy and Practice

3.01 Declaration

The school complies with Section 1 of the Schedule of the *Independent School Act*, which requires that:

- a) *no program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of*
- i) racial or ethnic superiority or persecution,
 - ii) religious intolerance or persecution,
 - iii) social change through violent action, or,
 - iv) sedition.
- b) *the independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and,*
- c) *the authority complies with the Independent School Act and its regulations.*

The school has established an educational program for the current school year that complies with the instructional goals, time and program requirements determined by the Minister, as specified in the Educational Standards Order.

The school complies with all of the above declaration: ☒ Yes ☐ No

3.02 Educational Philosophy, Objectives and Special Features of the School

- a. Describe the educational philosophy, objectives and special features of the school, relating them to the curriculum, pedagogy, policies and procedures.
- As a Group 1 Independent school, we follow the BC required curriculum for grades K-12. In addition, our school philosophy encompasses Christian ideology which includes the fundamental principles of the Mormon faith. Mormon Hills School works to incorporate the family and community values of the Bountiful community which include a close connection to the earth, gardens, and farming lifestyle as well as valuing youth as contributing members of their families and community.
 - Our graduation program works to mentor youth with life skills of valuing and organizing their own time, valuing and crediting their personal experiences and skills, including youth in the planning process of creating an individualized graduation program which best fits his or her interests and life's intentions. Our program encompasses a range of opportunities which allow students to experience the value of paid and unpaid services in being contributing members of a society.

3.03 Future School Plans

- b. Briefly describe future school plans. Include any planned construction, program or grade level additions.
- Plans to construct a Gymnasium and Basket Ball Court.

Section 4 – School Administration

4.01 Administrative Structure

- c. Provide a brief description of the administrative structure within the school and key administration responsibilities.
- Principal is subject to the chairman of the board; teaching staff is subject to the principal; teacher's assistants are subject to the principal.
 - Principal is responsible for timetable construction, professional development, school discipline, staff meetings, teaching & school programs

4.02 Principal

- a. Years the current principal has been:
- a teacher: (4)
 - an administrator: (2)
 - an administrator in this school: (2)
 - Percentage of time the principal has for administrative duties: (60%)

- b. Is the percentage of time sufficient to fulfill administrative duties?

X Yes ☐ No

If No, describe:

•

- c. Type of certificate held by principal (include issue or expiry date):

Interim School and Subject Restricted Teacher Certificate # 222

4.03 Student Records

- a. Permanent Student Record: Indicate if the following are current and complete, according to "*Student Records: Requirements and Best Practice Guidelines for Independent Schools*" (June, 2008) (http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm).

- Permanent Student Record (Form 1704) X Yes ☐ No
- Copies of a minimum of the two most recent years of student progress reports

X Yes ☐ No

- If applicable – inclusions to support medical alerts, legal alerts, support services information, Individual Education Plans (IEPs), registered homeschooled children.
X Yes ☐ No
- If applicable, have Legal Alert or Medical Alert boxes been checked off and related inclusions attached? N/A

☐ Yes ☐ No

- Other optional items? ☐ Yes If yes, list: ☐ No

b. Additional Student Record Items: Indicate if the following are current and complete.

- Legal name (photocopy of birth certificate) X Yes ☐ No
- Allergies and other health concerns X Yes ☐ No
- Emergency contact numbers X Yes ☐ No
- Doctor's name and contact information X Yes ☐ No
- CareCard number X Yes ☐ No
- Official names of parents/guardians with home and work contact information
X Yes ☐ No
- Verification that parent/guardian is legally in Canada and resident of British
Columbia X Yes ☐ No
- Other optional items? ☐ Yes ☐ No

If yes (e.g., study permits, third party medical insurance (international students), list:

c. How frequently are the Permanent Student Records (Form 1704) updated?

Every Year

d. Does the school have policies governing the handling of sensitive information, access and disclosure of information, and transfer and storage of student records?

X Yes ☐ No

Describe how this policy is communicated.

- It is written in our policy & procedures book and in our parent handbook.

Describe the storage of Permanent Student Record files to ensure safekeeping from fire, theft, etc.

- Yes, fire proof file cabinet

4.04 Personal Information Protection Act (PIPA)

a. Does the school have a written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school?

X Yes ☐ No

Describe how this policy is communicated.

- This is written in our policy and procedure book.

4.05 Registered Homeschooled Children

- a. Are homeschooled children registered on Permanent Student Records (Form 1704) and assigned PEN numbers? ☐ Yes ☒ No
- b. Describe the school's policy regarding services and resources offered to registered homeschoolers (if any).
- N/A
- Describe how this policy is communicated.
-

4.06 Utilization of Provincial Government Grants (Group 1 and 2 schools only)

- a. Are eligible student grants used for school operation only, in accordance with Section 12 (3) of the *Independent School Act*? ☒ Yes ☐ No
- b. Are the total eligible student grants less than the school's total operating cost, in accordance with Section 12(4) of the *Independent School Act*? ☒ Yes ☐ No
- c. For the previous school year, fill in the following, for grants received and operating cost amounts:
- Eligible student grants: \$ **Records are at Auditor**
(not including special education or other targeted grants)
- Total operating costs: \$ **Records are at Auditor**
(not including pre-school or adult education)
- Special Education grants: \$ **Records are at Auditor**
- Number of students receiving special education grants: 22
- d. Did the school complete a regular financial audit: ☒ Yes ☐ No

If the audit document has a "Notice to Reader" in the introduction, please note that a "review engagement" is the only other acceptable type of audit.

4.07 Utilization of Provincial Conditional Grants

- a. Did the school participate in the *Ready Set Learn* program?
- ☐ Yes ☒ No
- Describe how the funds were used:

4.08 Bonding Information (Group 4 schools only)

- a. Has a "Fees and Bonding Statement" for the current school year been filed with the Office of the Inspector of Independent Schools"?

☐ Yes ☒ No

- b. Amount posted for current school year: \$

- c. Type of Bond: ()

- d. Period of Validity: (Month/Date/Year) ()

- e. Name of financial institution providing security: ()

- f. Is a "Bonding Statement" included in promotional materials?

☐ Yes ☐ No

4.09 Communication

- a. List methods of communicating information:

- To staff (indicate the frequency of staff meetings):
- Newsletters; verbal; Once a month staff meeting, bulletin boards, mailboxes
- To parents/guardians: Monthly PAC, letter to parents when needed, teacher conferences every term and mass email to all parents for updates and events.

- b. Has the school produced a handbook for:

- | | | |
|------------|-------|-----------------------------|
| • Parents | x Yes | <input type="checkbox"/> No |
| • Staff | x Yes | <input type="checkbox"/> No |
| • Students | x Yes | <input type="checkbox"/> No |

Comments:

- c. Ministry Communication:

Describe how information from the following sources is shared within the school?

- Independent Schools e-Board: At staff meetings or when needed.
- Who is responsible for reviewing e-Board postings?
- Principal
- Direct email communication from the Office of the Inspector of Independent Schools: Administration/Staff Meetings

- Does the school have its own email domain, or is it using a using free email (hotmail or gmail) accounts? N/A

4.10 Appeals

- Describe the school's policy for dealing with appeals by parents regarding school decisions.
 - Approach the teacher then principal then board of trustees
 Describe how this policy is communicated.
 - This policy is in the Handbook
- How does the school's policy reflect the principles described in the paper entitled, "*Procedural Fairness: Best Practices for Independent Schools*" (http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm)
 - Our school program is in line with the Procedural Fairness Handbook

4.11 Student Discipline

- Does the school have written discipline policies and procedures?

X Yes ☐ No

Describe how this policy is communicated.

- It is written in the Mormon Hills School Handbook.

4.12 Student Supervision

- Describe the practices/policies relating to the supervision of students:

In or around the school building (before, during and after school).

- Teachers & Assistants are assigned to a supervision schedule for lunch time. Before school starts the children are lined up at their doors waiting for class to begin. After school the children are walking home or on the bus with the driver waiting to be taken home.

While away from the school on field trips.

- Extra teachers or parents are used for extra student supervision.

4.13 Abuse Protocols

- Does the school have a policy relating to the reporting of child abuse?

X Yes ☐ No
- How does the school's policy reflect the procedures described in the Ministry's document entitled, "*Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse*"?
 - We as a school follow the policy as outlined in "Supporting Our Students."

- c. How is this policy communicated?
 - This is discussed at our Annual General Meeting, written in our School Handbook or sent home in a letters is needed.
- d. How is school staff trained in relation to this policy?
 - We discuss this at staff meeting and have a Pro Day discussing this. The staff has participated in the WITS program.

4.14 Anti-bullying and Harassment Policy

- a. Does the school have an anti-bullying and harassment policy?
- X Yes ☐ No
- b. Describe how the school implements the policy?
- Local authorities are brought in to talk to the students about the affects of bullying. Students are made aware that their actions/choices could be interpreted as bullying.
- c. Describe how this policy is communicated.
- It is in Mormon Hills School Handbook

4.15 Emergency Policies / Procedures

- a. Describe how the school deals with accidents and medical alert situations.
- Each class has a first aid kit. We have a first aid attendant on site.
- Is there a written policy? ☒ Yes ☐ No
- If so, how is it communicated?
- It is written in the Mormon Hills School Handbook.
- b. Describe the school's transportation/field trip safety procedures (walking trips, day trips and overnight trips).
- It is required that a teacher or a teacher's aide must travel with the students. Parents or additional staff members are required for special trips.
- Is there a written policy? ☒ Yes ☐ No
- Describe how this policy is communicated.
- It is written in the Mormon Hills School Handbook , letters are sent home to the parents and a mass email is sent to parents of all updates.
- c. What is the school's policy regarding first aid/emergency training for staff members?
- Most of the teachers and staff have current first aid tickets.
- d. How does the school ensure student safety when using rented facilities (e.g., swimming pools, recreation centres, etc.) to fulfill educational program requirements?

- Additional supervisors are required.

e. Emergency Drills

Number of fire drills per year: (3)

Number of earthquake drills per year: (1)

Are there any other emergency drills (lockdowns, emergency response plan, etc) implemented at this school?

- Hazard lockdown procedures

f. Does the school have (or operate) its own bus (or bus system)?

X Yes ☐ No

What is the date of the most recent inspection by the Ministry of Transportation?
(Month/Date/Year)

- April 25, 2012

Describe the measures taken to ensure the safety of students when using the bus system to transport students to and from school and/or on field trips.

- School bus drivers are licensed and trained under the BC Ministry of Transportation, which includes child safety training.

Section 5 – Teacher Certification, Evaluation, and Professional Development

5.01 Certification of Teachers

Teachers:

Are responsible for the educational program of each student assigned to them, including responsibility for:

instructional planning,
delivery of instruction,
supervision of instruction,
student evaluation, and,
report writing.

All teachers teaching a subject that is reported out on student report cards must hold valid British Columbia teaching credentials issued by the Teacher Regulation Board (TRB) or by the Inspector of Independent Schools.

Teacher Assistants:

Are persons who may only be employed to assist teachers under direct daily supervision of teachers and are not responsible for the planning and delivery of the program and student assessment. Teacher assistants are not required to hold certification; but must have a valid criminal record check.

a. BC Teacher Regulation Branch Certificate Holders

	Type	Number (including principal if applicable)	Valid status on Registry (Y/N)
a.	Certificate of Qualification (COQ)	10	Y
b.	Independent School Subject Restricted		
c.	Independent School and Subject Restricted	1	Y

b. Not currently BC TRB certified teachers

Teacher's Name	Applied to TRB? (Y/N)	Application date?	CRC on record?

c. Number of teachers for whom the Authority has a current Letter of Permission (1)

d. Number of teachers new to the school in this school year: (1)

e. Number of teachers new to the school in the last two years: (1)

f. Do the school's personnel files include copies of valid BC TRB teaching certificates?

☒ Yes ☐ No

If NO, explain:

g. Do teachers' personnel files include verification of current TRB status? (A printed copy of the TRB Register search is acceptable.)

☒ Yes ☐ No

If NO, explain:

5.02 Staff Development and Support

a. List administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, persons assigned other special tasks, etc.

Marjorie Johnson - Secretary

Sherri Palmer - Secretary, Librarian, First Aid Attendant & Bus Driver

Leona Blackmore Teacher Assistant
Karen Blackmore Teacher Assistant
Barb West Learning Specialist

- b. Have satisfactory criminal record checks, in accordance with the *Criminal Records Review Act*, been obtained and placed on file for all employees (other than certified teachers) working with children?

☒ Yes ☐ No

If no, explain.

Note: All employees working with children must have an independent search completed through the Ministry of Public Safety and Solicitor General.
<http://www.pssg.gov.bc.ca/criminal-records-review/> Volunteers working with children may have their criminal record check completed by the RCMP.

5.03 Professional Development

- a. Orientation of new staff (specify procedures):
- On a first Staff Meeting before school starts, new staff is introduced to other staff member, Mormon Hills School Handbook is given to them and they are given a tour of the school.
- b. Number of professional days per year: (3)

5.04 Teacher and Principal Evaluation

- a. Does the school have a written teacher and principal evaluation policy?
X Yes ☐ No
- b. Describe practice and frequency of teacher and principal evaluation.
- Evaluate new staff their first year then every two years after that.

Section 6 – Educational Program: Curriculum and Instruction

6.01 Instructional Time Requirements

- a. Complete the following chart, stating the actual instruction hours per year.

Grade Level	Minimum Required Hours Per Year	Actual Hours Per Year
Half day Kindergarten	450 hours	() hours
Full day Kindergarten	850 hours	(923) hours
Grades 1-12	850 hours	(923) hours

- b. Hours/days per week: (26/4-5)
- c. Days in session, per year: (142)
- d. List holidays taken throughout the year, other than statutory holidays:
- Christmas – December 21 – January 7: Spring Break – March 14 – March 25

6.02 Groupings within the School

- a. Describe how classes (grades) are grouped in the school (e.g., K to 3, 4 to 7, multi-graded groupings, etc.)
- Primary K – 3, Intermediate 4 -8, High School 9 - 12

6.03 Primary Program – Kindergarten to Grade 3 (Appendix 2).

- Is the school offering Full Day Kindergarten X Yes ☐ No
- Is the school offering Half Day Kindergarten ☐ Yes ☐ No

Describe the following:

a. Delivery of Core Subjects:

- Math - All meet the IRPs set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.
-
- Science – All meet the IRPs set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.
- Social Studies – All meet the IRPs set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.
- Language Arts – All meet the IRPs set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.

b. Delivery of Non-core Subjects:

- Fine Arts – All meet the IRPs set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.
- Health and Career Education K-7 – All meet the IRPS set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.
- Physical Education – All meet the IRPs set out by the Ministry of Education, these are met through a variety of instructional strategies and integration.

c. Student Assessment and Reporting:

- Teachers develop assessment strategies that best suit the needs of their students.
- Teachers meet with parents at the end of each term.
- Teachers make an anecdotal report of student progress.

d. Learning Assistance:

- We have TAs in the situations where the students need extra help in the classroom.
- We employ specialists to create IEPs and to create the support team for our special needs students.

e. Additional courses offered:

- Religious studies is integrated throughout the daily routine including board approved religious curriculum.

f. Daily Physical Activity (30 minutes per day):

- Teachers have integrated DPA time into their daily routines.

6.04 Intermediate Program – Grades 4 to 9 (Appendix 3).

NOTE: If the delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this section (6.04) twice and identify the grade levels for each subject.

Describe the following:

Grades (4) – (9)

a. Delivery of Core Subjects:

- Math 3 times per week, these are met through a variety of instructional strategies and integration. Grade nine is three blocks of instruction per week.
- Science – 3 times per week, these are met through a variety of instructional strategies and integration. . Grade nine is three blocks of instruction per week.
- Social Studies – 3 time per week, these are met through a variety of instructional strategies and integration. . Grade nine is three blocks of instruction per week.
- Language Arts – 3 times per week, these are met through a variety of instructional strategies and integration. Grade nine is three blocks of instruction per week.
- Second Language (where applicable)
French is taught in Grades 5 – 8.

b. Delivery of Non-core Subjects:

- Fine Arts – 3 time per week these are met through a variety of instructional strategies and integration. Grade nine is three blocks of textiles instruction per week.
- Health and Career Education 4-8 these are met through a variety of instructional strategies and integration. Grade nine is three blocks of instruction per week.
- Physical Education – 3 time per week, these are met through a variety of instructional strategies and integration. Grade 9 has two blocks of instruction per week at 1 ½ hr per session.

c. Student Assessment and Reporting:

- Teachers develop assessment strategies that best suit the needs of their students.

d. Learning Assistance:

- TAs are available

e. Additional courses offered:

- Religious Studies is integrated throughout the day covering board approved religious curriculum.

- f. Daily Physical Activity (30 minutes per day or 150 minutes per week for Grades 8 and 9): Teachers integrate DPA into their daily routines and through PE classes.

6.05 Standardized Assessment Results

- a. Complete the Foundation Skills Assessment (FSA) results chart by indicating % in each category for the past two years:

Grade 4 Subject	Most Recent					Prior Year			
	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations	Participation Rates	Not Yet Within Expectations	Meets Expectations	Exceeds Expectations	Participation Rates
Reading	19	56		6		18	73	5	
Writing	19	63		0		5	73	18	
Numeracy	6	75		0		5	91	0	

Grade 7 Subject	Most Recent					Prior Year			
	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations	Participation Rates	Not Yet Within Expectations	Meets Expectations	Exceeds Expectations	Participation Rates
Reading	0	56		5		16	58	26	
Writing	15	45		0		5	32	63	
Numeracy	5	45		10		11	84	5	

- b. How does the school use FSA results to enhance student learning?
(see also Section 4.07 b)
- We see that our students are not performing well in reading, writing, and numeracy at the Grade 4 level. We have a plan to help them develop skills for writing standardized tests and to develop a stronger program in the preceding grades.
- c. What trends in student achievement from grades 4 to 7 has the school identified in the FSA results?
- There are no clear trends in our results, but over all our students are meeting expectations and are performing comparatively with their peers in the province.
- d. Describe how the school has made use of the Performance Standards:
http://www.bced.gov.bc.ca/perf_stands/
- We see that our students are performing at a reasonable level with the rest of the province.

6.06 2004 Graduation Program (Grades 10-12)

- a. Complete the 2004 Graduation Program chart for Grades 10-12 curriculum – **Appendix 4**
- b. Describe how the school calendar and timetable is developed to deliver the Graduation Program (linear, semester, trimester, etc.)?

Linear, and semester for the grade 12

c. How is the school offering Planning 10?

- Linear – 3 times per week. Outcomes are met through a variety of specialist presentations, community resources, locally operated programs, field trips etc.

d. Describe how the school is assisting students to complete the Graduation Transitions.

- This will be started during the Planning 10 course. Students will be monitored through Grade 11 and 12 to stay on track with their goals for graduation.

e. Describe how the school is enabling students to meet the requirements for 150 minutes per week of Daily Physical Activity.

- Each class has Physical Education from K – 12 and has integrated DPA throughout the day to meet requirements.

f. Board/Authority Authorized (BAA) Courses:

- All BAA courses have been developed according to the Ministry template [as outlined in the document, "Board/Authority Authorized Course Requirements – Procedures" (pages 5-8)] and the "Board/Authority Authorized Course Verification Page" is attached (available at http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm).

X Yes ☐ No

- Course overviews have also been developed for each.

X Yes ☐ No

- List Board/Authority Authorized Courses that are being offered, the ministry course code assigned to each, the board approval dates and the Ministry approval dates:

BAA Course Title	Ministry Course Code	Authority Approval Date	Ministry Inspection Approval Date (and by whom)
Religion	YPHR 9A – 12A	N/A	N/A

g. Describe any additional programs offered to students (i.e., AP, IB, Apprenticeship, Career Preparation, etc.)

- ACIT through the local community college is incorporated for students who have an interest in the trades to acquire to receive dual credits for high school and college.
- 2011/2012 students took an online computer course from the local college under direction of their classroom teacher to get dual credits for ICT 12.

6.07 Graduation Credits

- a. Describe the school's policy regarding the following options for obtaining credits.
- Equivalency: We allow transfer of credits if the course transferred meets BC Curriculum.
 - Challenge: As laid out in Handbook of Procedures for the Graduation Program
 - Independent directed studies (IDS):N/A
 - External credentials: As laid out in Handbook of Procedures for the Graduation Program.

6.08 Student Progress Reporting for Grades 10-12

- a. Describe the method and frequency of student reporting to parents/guardians.
- Teachers make a formal report at the end of each term and have parent teacher conferences to discuss student's progress. Parents are contacted if any concerns in student achievement or behaviour arise.
- b. Complete the following chart relating to Grade 10-12 provincial examination results (add more rows if necessary):

Provincial Examinable Courses Written	Last Year's Results			Prior Year's Results		
	Average School Mark	Average Exam Mark	% Passing Exam	Average School Mark	Average Exam Mark	% Passing Exam
Grade 10						
ENGLISH	90	64				
MATH	91	54				
SCIENCE	90	56				
Grade 11						
SOCIAL STUDIES	91	74				
Grade 12						
ENGLISH	84	66				
COMMUNICATIONS	87	53				

--	--	--	--	--	--	--

- c. How does the school use Grade 10-12 provincial examination results to enhance future student performance?

The exam results are a useful resource to assess the students' ability to take standardized tests as well as the students' understanding of the ministry prescribed curriculum. Teachers use this assessment to reflect ways in which instruction can be geared to assist students with their mastery of both.

6.10 Special Education Programs

- a. Complete the chart below for students who have pre-approval (June) and for any additional students for whom application will be made by the October deadline, to receive supplementary special education grants from the Ministry of Education/Inspector of Independent Schools (add more rows if necessary):

Note to Special Education Schools: Attach school list

Name	Grade	Approval granted	Approval pending	IEP Completed
S22	6	Y		Y

- b. Has the school developed a **Special Education Policy** to describe the delivery of special education services? X Yes ☐ No

- a. Has the school developed a separate **Special Education Budget** to reflect anticipated expenditures based on the needs identified in the IEPs? X Yes ☐ No

- b. Does the school provide **learning assistance support** for special education students who are not funded? X Yes ☐ No

Describe: Classes who have students who require learning assistance will have access to a teacher assistant who can give the student the extra support needed.

- e. Does the school have a School Completion Certificate Policy/Program? X Yes ☐ No

Describe: We adopt the School Completion Certificate Policy as laid out in the Handbook of Procedures for the Graduation Program.

6.11 Diagnostic and Referral Services

- a. Indicate assessment instruments, resources, and procedures used to diagnose learning problems.

6.12 English as a Second Language (ESL)

- a. Describe the school's program, if applicable.

Whole language integration in the classroom setting, involvement of parents, encouragement of use and sharing of family language at home and in the classroom, extra support as needed.

6.13 Library Resources and Access

- a. Describe library resources/facilities and student access to services.

Library on site, students have weekly library time to check out and return books, students are led through a library program which teaches them research skills, students also have access to computer lab and internet to do research for class projects and assignments.

6.14 Computer Utilization for Instructional Purposes

- a. Describe type and number of computer units in use for instruction and administration. Where are they located? What programs do students use? How are they used?

The school has a new updated computer lab with 15 student accessible computers which all have internet and printer access. Each teacher has an in classroom computer to access WIFI and projector for instructional use. The school has WIFI accessible from all classrooms which students, teachers, and community members can access with their personal electronic devices. The offices and library are equipped with computers and printers. The staff room has a computer printer set up for teacher use.

6.15 Curriculum Implementation and Review

- a. How does the curriculum review and implementation occur?

Our professional staff develops and implement curriculum to meet ministry and board standards using current educational strategies. The principal reviews curriculum and teacher developed programs each year. A copy of all IRPs is compiled and accessible in Principal's office. Curriculum is reviewed at staff meetings and through teacher evaluations.

6.16 Student Counselling and Guidance Services

- a. Is personal, academic and vocational counselling provided? If so, describe.

Students are guided through creating vocational, academic, and personal goals through a variety of support networks including Planning 10, school councillor, career interviews, personal assessments, and guidance from family members.

6.17 Additional Activities

- a. Describe any additional student/school activities not listed in previous sections.

Religious studies is an important component of our graduation program. Students will receive four credits each year in grades 10-12 and will receive 108 hrs of instruction following a board approved curriculum. This program incorporates community integration, community volunteering, teaching and mentoring as well as daily prayer and music as important values.

Independent School's Staff Assignments: Elementary And Secondary - Appendix 1

NOTE: Please list all instructional staff alphabetically: Principals, Administrators, Teachers, Specialists and Teacher Assistants and other support staff.

Name	% of Time Employed *	Certificate Type				Non-Certified Instr'l Staff	CRC ⁴	Teaching Assignment
		COQ ¹	IS ²	LOP ³	Restricti on(s)			
ELISE BARLOW	1.0%	YES					YES	GRADE 3
AMELIA BLACKMORE	1.0%	YES					YES	GRADE 2
JENNIFER BLACKMORE	1.0%			YES			YES	GRADE 7
JOANNE BLACKMORE	1.0%	YES				S22	YES	GRADE 8
S22	1.0%						YES	S22
S22	1.0%						YES	S22
MARY ANN BLACKMORE	1.0%	YES					YES	K & GRADE 1
RICHARD BLACKMORE	1.0%	YES					YES	MATH 11, SCIENCE 11, SS 9/10, MATH 9, PE 9/10/11/12
TREENA BLACKMORE	1.0%	YES					YES	GRADE 4

* F = Full-time; P(%) = part-time

COQ¹ Teacher Regulation Branch Certificate of Qualification: Mark "P" if Professional; "B" if Basic; "C" if conditional

IS² Independent Schools Certificate: Mark "SR" if Subject Restricted; "SSR" if School and Subject Restricted

LOP³ Letter of Permission

CRC⁴ Criminal Record Checks: indicate for non teaching staff working with children.

Independent School's Staff Assignments: Elementary And Secondary - Appendix 1

ALAIRE OLER	1.0%				SSR		YES	RELIGION 9/10/11/12
MIRIAM PALMER	1.0%	YES					YES	GRADE 6
MARY ROUNDY	1.0%	YES					YES	ENG 9/10, PLAN 9/10, MATH 10, ENG 11, FAMILY STUDIES
HELEN WHITE	1.0%	YES					YES	GRADE 5

* F = Full-time; P(%) = part-time

COQ¹ Teacher Regulation Branch Certificate of Qualification: Mark "P" if Professional; "B" if Basic; "C" if conditional

IS² Independent Schools Certificate: Mark "SR" if Subject Restricted; "SSR" if School and Subject Restricted

LOP³ Letter of Permission

CRC⁴ Criminal Record Checks: indicate for non teaching staff working with children.

Primary Program Kindergarten - Grade 3 Appendix 2

Complete the educational program chart below.

Primary	Course Overviews/Outlines "x" if Course Overviews include:				
Subjects: List additional subjects taught, either under the appropriate category or under "OTHER"	Content	Planning for Assessment (formerly teaching strategies...)	Achievement Indicators (formerly Assessment Methods)	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
LANGUAGE AND CITIZENSHIP					
▼ Language Arts	x	x	x	x	
▼ Social Studies	x	x	x	x	
SCIENCE, MATH, AND TECHNOLOGY					
▼ Mathematics	x	x	x	x	
▼ Science	x	x	x	x	
▼					
PHYSICAL EDUCATION					
▼	x	x	x	x	
FINE ARTS					
▼	x	x	x	x	
▼	x	x	x	x	
HEALTH AND CAREER EDUCATION					
▼	x	x	x	x	
OTHER:					
▼ Religion	x	x	x	x	

Intermediate Program Grades 4-9 - Appendix 3

Complete the educational program chart below. Identify if other than ministry-designated divisions
Grades ____ - ____.

Note: If the delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this Appendix twice and identify the grade levels for each subject.

Note: Instructional time percentages are based upon 850 hours of instruction. Calculation by schools providing more than 850 hours should be adjusted accordingly. Justifications should be provided for subject areas that are significantly below recommended percentages.

Intermediate	Instructional Time		Course Overview/Outlines "x" if Course Overviews include:				
	Ministry Recommended Time Allotment	School Time Allotment	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
Subjects: List any additional subjects taught, either under the appropriate category or under "OTHER"							
LANGUAGE AND CITIZENSHIP	35%	35.2%					
✦ Language Arts		27.8	x	x	x	x	
✦ Social Studies		7.6	x	x	x	x	
✦ Second Language (Gr. 5-8)							
SCIENCE, MATH, AND TECHNOLOGY	30%	28%					
✦ Mathematics		15.4%	x	x	x	x	
✦ Science		9.6%	x	x	x	x	
✦ Computers		3.8%	x	x	x	x	
PHYSICAL EDUCATION	10%	10%	x	x	x	x	
✦							
FINE ARTS (Gr. 4-7)	10%	10%	x	x	x	x	
✦							
FINE ARTS (Gr. 8-9)	5%	5%	x	x	x	x	
✦							
APPLIED SKILLS (Gr 8-9)	5%						
HEALTH AND CAREER EDUCATION	5%	5%	x	x	x	x	
OTHER:	10%						
✦ Religion		8%	x	x	x	x	
✦							

2004 Graduation Program (Grades 10-12) Appendix 4

Courses offered to meet graduation requirements			Course Overview/Outlines				
			"x" if Course Overviews include:				
List courses under appropriate heading and complete chart for each course	Credits	Hours of Instruction	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
REQUIRED COURSES (48 CREDITS)							
Language Arts 10:	4	108	x	x	x	x	x
▼							
Language Arts 11:	4	108	x	x	x	x	x
▼							
Language Arts 12:	4	108	x	x	x	x	x
▼							
Social Studies 10:	4	108	x	x	x	x	x
▼							
Social Studies 11 or BC First Nations Studies 12 or Civic Studies 11:	4	108	x	x	x	x	x
▼							
Mathematics 10:	4						
▼ Apprentice & Workplace Mathematics 10							
▼ Foundations of Mathematics & Pre-calculus 10	4	108	x	x	x	x	x
▼							
Mathematics 11 or 12:	4						
▼ Apprenticeship & Workplace Mathematics 11							
Foundations of Mathematics 11	4	108	x	x	x	x	x
Pre-calculus 11							
Science 10:	4	108	x	x	x	x	x
▼							
Science 11 or 12:	4	108	x	x	x	x	x
▼ Earth Science 11							
Physical Education 10:	4	108	x	x	x	x	x
▼							

2004 Graduation Program (Grades 10-12) Appendix 4

Planning 10:	4	108	x	x	x	x	x
✦							
Fine Arts and/ or Applied Skills 10, 11 or 12 :	4	108	x	x	x	x	x
✦ Textiles 10							
✦ Textiles 11							
✦ Textiles 12							
Graduation Transitions:	4	108	x	x	x	x	x
✦							
ELECTIVE COURSES (28 CREDITS)							
Ministry Authorized Courses							
✦ PE 11	4	108	x	x	x	x	x
✦ PE 12	4	108	x	x	x	x	x
✦ Family Studies 12	4	108	x	x	x	x	x
BOARD/AUTHORITY AUTHORIZED COURSES:							
✦ Religious Studies 10	4	108	x	x	x	x	x
✦ Religious Studies 11	4	108	x	x	x	x	x
✦ Religious Studies 12	4	108	x	x	x	x	x

From: Jonker, in EDUC:EX
Sent: Wednesday, October 10, 2012 11:56 AM
To: zzs
Subject: FW: CATALOGUE Mormon Hills School Society
Attachments: eval_cat.doc

Hi Bernie,

Attached is Mormon Hills Elementary-Secondary School evaluation catalogue for your inspection October 22-26.

Please provide this information to team #39 members; Maurice Jacob and Heather Smith.

Brian Jonker

Deputy Inspector
Office of the Inspector of Independent Schools
Governance and Legislation Division
Ministry of Education
ph: 250 217-3991

BC's EDUCATION PLAN

ON THE WEB: WWW.BCEDPLAN.CA

ON TWITTER: @BCEDPLAN

From: MacKenzie, Susan EDUC:EX
Sent: Wednesday, September 19, 2012 2:13 PM
To: MacKenzie, Susan EDUC:EX
Subject: CATALOGUE Mormon Hills School Society

From: EDUC Independent Schools Office EDUC:EX
Sent: Friday, August 31, 2012 3:28 PM
To: MacKenzie, Susan EDUC:EX
Subject: FW: EVALUATION CATALOGUE

From: Alaire Oler zzs
Sent: Friday, August 31, 2012 2:30 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: EVALUATION CATALOGUE