



The Best Place on Earth

ORIGINAL

November 16, 2010

Ms. Prasannata Runkel, Principal
Vancouver Montessori School
8650 Barnard ST
Vancouver BC V6P 5G5

Dear Ms. Runkel:

The External Evaluation Committee, which recently visited Vancouver Montessori 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 Assistant 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.

Thank you for accommodating and assisting the external evaluation team during their visit to the school. Your hospitality was appreciated.

Sincerely,

Ed Vanderboom
Executive Director of International Education
Inspector of Independent Schools

EV/mw

Enclosure

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A. School Information

NAME OF SCHOOL Vancouver Montessori School	
ADDRESS OF SCHOOL 8650 Barnard Street	SCHOOL MINISTRY CODE 03996225
CITY Vancouver	POSTAL CODE V6P 5G5
NAME OF SOCIETY/COMPANY Vancouver Montessori School Society	
GRADE RANGE (of grades offered) Kindergarten-Grade 7	ENROLMENT 129

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
Kindergarten-Grade 7

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)

Signature(s)

Rita Smith (chair)

Tiffany Howard

Rita Smith

Tiffany Howard

Date of EEC Visit:

October 27 and 28, 2010

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EXTERNAL EVALUATION REPORT

ON

VANCOUVER MONTESSORI SCHOOL, VANCOUVER

OCTOBER 27 and 28, 2010

INTRODUCTION

Vancouver Montessori School is operated under the authority of Vancouver Montessori School Society. The school enrolls 129 students in full day Kindergarten (half-day funded) through Grade 7. At the present time the school does not have any homeschoolers registered. There are s.22 registered s.22 students.

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

The EEC met with the principal and staff before classes on Wednesday, October 27, for introductions and an overview of the process to be followed. The EEC visited classrooms, viewed students' work, teachers' long term and daily plans, assessment records, student records and teacher files. On Thursday, October 28, a close-out meeting was held with the principal and the administrator of operations to share the overall contents of the report.

1. GENERAL INFORMATION

The school adds instruction at the Grade 7 level if there are students enrolled in that grade.

Vancouver Montessori School Society has established a board of directors to oversee the school. The board is made up of four members including the principal, who is a non-voting member. The board meets formally once a year and more often if required. The principal is responsible for the day-to-day operation of the school.

The school is registered under the Society Act (S-13460), and the last annual report was filed with the Registrar of Companies on October 15, 2010.

In keeping with the Montessori philosophy, the school operates a pre-school for three and four year olds. Although funded for half-day Kindergarten, Vancouver Montessori School has always provided a full-day Kindergarten program.

2. FACILITIES

Vancouver Montessori School leases a building at 8650 Barnard Street in Vancouver. There are 10 classrooms, three offices, washrooms, a reception area, library space, kitchen and resource room. The fenced outdoor playground has been constructed using the natural lay of the land with bridges, climbing areas and a play structure. In addition, there is a food garden where students tend plants, harvest, prepare food for each other and share with those in need. An adjacent neighbourhood park serves as a play area for the older students who utilize the park, under the supervision of two adults, at play times. Municipal facilities are used for parts of the Physical Education program. The school's facilities are adequate for the number of students enrolled. There is evidence on file from the City of Vancouver indicating there are no building compliance issues. Alarms, fire extinguishers, and safety equipment are in good working order.

There are school-wide fire and earthquake drills held three times a year. Individual classes hold drills monthly, alternating between fire and earthquake drills. The EEC reviewed the record of these drills for the past year. The school employs a custodian to clean the school daily. A cleaning contractor attends to heavy cleaning, such as floor waxing, on a monthly basis. The school also practices an end of the year two week thorough cleaning activity. Grounds and building maintenance is ongoing. The EEC found the premises to be clean and well maintained.

3. EDUCATIONAL PHILOSOPHY AND PRACTICE

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

Vancouver Montessori School follows the philosophy and method created by Dr. Maria Montessori. This method fosters independence and inspires children to be intrinsically motivated, taking responsibility for their learning, their planning and success. Each child progresses through the curriculum at their own pace and works toward mastery of skills.

4. SCHOOL ADMINISTRATION

The principal and the administrator of operations form the administrative team at Vancouver Montessori School. The administrator of operations attends to schedules, registration, public relations, budget, insurance, legal and accounting, security, parking patrol and daily operations. The principal oversees all school operations, particularly the educational components, ensuring that both the authentic Montessori methodology and Ministry of Education requirements are met. The principal has been the administrator of this school for 38 years, since she founded the school in 1972. The percentage of time for administrative duties is 100%.

Student records are properly maintained. All required items are filed in a cabinet in the school office, as well as on computer using *Turbo School*. The computer is backed up weekly and the discs are taken off-site. An administrative assistant is responsible for maintaining the files, and was able to reproduce a 1704 form for the EEC. The student records include evidence (Form A) verifying that parents are legally in Canada. There are s.22 Kindergarten and Grade 2).

The EEC viewed the financial statement for 2009-2010. **The school is in compliance with Section 12 (3) of the *Act* specifying that grants may be used for operating expenses, and Section 12 (4) of the *Act* specifying that the grants may not exceed the total operating costs.** The school received a French grant in 2009-2010 and it was spent appropriately. The school has not previously participated in Ready, Set, Learn, and has not applied for the grant this year. The EEC encourages the school to apply and participate in the future.

The school staff meets seven times a year. These half-day meetings follow an informal agenda. The principal schedules weekly meetings with teachers at the same grade level to discuss any areas of classroom concern and/or professional development. Communication with parents is regular. The school hosts four or five parent education evenings a year, sends monthly newsletters, distributes a parent handbook containing policies, schedules and educational information, keeps the website current and ensures that administration and staff are available to meet with parents when requested.

The administrative assistant checks the Ministry's eBoard weekly and provides administration with the information which is then acted upon and distributed as needed.

There is evidence of written school policies for:

- appeal procedures reflecting the principles of procedural fairness, as outlined in the FISA/Ministry of Education document, "*Procedural Fairness: Best Practices Guidelines for Independent Schools*."
- student supervision
- student safety, supervision and emergency procedures
- field trips
- responding to child abuse reflecting the procedures described in the Ministry's document entitled, "*Supporting Our Students: A guide for Independent School Personnel Responding to Child Abuse*"
- student discipline, including bullying
- student records: privacy and storage

5. TEACHER CERTIFICATION

Including the principal, there are 15 teachers employed by the school; 10 full-time and five part-time (13.45 FTE). Eleven teachers hold system restricted (Montessori)

OIS certification and two are also subject restricted. All teachers are appropriately assigned.

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. The principal of the school is a BC certified teacher, as required by Section 8 of the Act.

The school employs six teaching assistants who work with students under the direction of the classroom teachers.

According to the evaluation catalogue, each teacher is allocated two days for professional development this year. There is no school-wide professional development planned.

The principal meets with teachers in biweekly/monthly informal consultations. There is a yearly review of performance and written evaluations are on file.

6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION

Vancouver Montessori School educates 129 students from Kindergarten to Grade 7 in multi-graded classrooms. The school consists of five primary classrooms (K-3) and two intermediate classrooms (4-7). In addition, the school offers Preschool classes for children aged three and four.

Overviews, lesson plans and assessments at both the primary and intermediate levels reflect grade specific content, cyclical implementation of curriculum over a three or four period, clear indication of assessment and linkage to the Ministry's prescribed learning outcomes. The teachers are commended for effectively linking the Montessori curriculum and Ministry prescribed learning outcomes.

The intermediate and primary teachers, although familiar with the Ministry's performance standards, collaborated in creating a philosophy-specific document of performance standards for the various lessons. These performance standards are clearly articulated and reflect the same degree of variation between levels as does the Ministry's. It should also be said that students in this program work to mastery of skills and complete understanding of concepts and have the opportunity to repeat and revisit lessons throughout the four year period to achieve this level of understanding.

Primary Program (K-3)

The primary program at Vancouver Montessori School consists of a total of 98 students in five classes in Kindergarten to Grade 3. The school offers a full day Kindergarten program. During the morning session, Kindergarten students are in

the Casa (3-5 year olds) with a certified teacher and move to a class for the afternoon session for Kindergarten students only. The teacher in each of the primary classrooms is responsible for delivery of the core subject curriculum as well as programming in the non-core subjects including Music, Visual Arts and Health and Career Education (HCE). Specialist teachers implement the Physical Education (PE) and French programs.

The primary classrooms are orderly and spacious, with an abundance of natural light and are organized to promote independent work, collaborative interactions and cooperative learning. The rooms have appropriate sized shelving, tables and chairs and activities are set up to allow for the independence of the child in choosing, completing and putting away work as well as maintaining the classroom environment. School books and work are stored in labelled bins for easy access and storage for students. All primary classrooms are stocked with manipulative materials, books and other materials which show evidence of curriculum related lessons.

The grade specific content and correlating Ministry prescribed learning outcomes (PLOs) are defined in the primary course overviews. **Course overviews 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.**

Language Arts

The EEC noted many examples of the development of literacy skills in reading, writing, listening and speaking. Teaching strategies include buddy reading, structured lessons in phonics, spelling, word study (grammar) and process writing activities. Each primary classroom is equipped with a variety of age appropriate reading materials, both fiction and non-fiction. Reading is also integrated into other areas of the curriculum through independent follow-up work at each level requiring reading, comprehension and execution of instructions to complete activities. Visits to the school library are also permitted on an as needed basis. The EEC observed students having lessons or working with materials learning phonics, letter formation, nouns, verb tenses, creative writing, spelling and dictionary skills. Several students were reading independently.

Mathematics

Numeracy is taught through individual and small group lessons. The EEC observed that teachers make use of the mathematics materials to ensure that students have a solid foundation of mathematical concepts and skills. Students were working with materials teaching the numbers to 1000, the decimal system and geometric shapes. Lessons involving fractions, odd and even numbers, multiplication, division, polygons and the study of lines gave a clear indication of Ministry PLOs being addressed across grade levels. Problem solving and literature based Math activities are also an important focus. Students use a variety of manipulative materials to

reinforce learning, being encouraged to practice daily working toward mastery of each concept and skill.

Science

Both teacher and student directed science experiments, follow-up work and the children's own observations and recordings are used to cover relevant science topics as dictated by the Ministry. The *Great Stories*, and follow-up experiments and discussions of these stories, enhance the Science program and assist in making the learning meaningful and relevant to the child while providing a cross-curricular thread to integrate the science curriculum.

Social Studies

Social Studies are taught through an integrated approach, including HCE and Science. Geography puzzle maps, naming and tracing activities, discussions and activities involving art, writing and research are the primary means to expose the children to their community and the world at large. The *Great Stories* of the Montessori curriculum pertaining to Social Studies including *The Fundamental Needs of Man* enhance the curriculum and provide the students with a broad perspective of the world, other cultures and humanity.

Fine Arts

The primary teachers use a variety of strategies to integrate Visual Arts, Drama and Music into the curriculum. As this area of the curriculum is integrated, students were observed playing the bells and tone bars (key components to the primary Music program) and matching/identifying/differentiating between different notes and pitch, independent of a teacher. Art work relating to mathematical concepts is displayed and several students in Kindergarten were experimenting with design concepts using metal insets. Cutting and sewing was observed at the Kindergarten level to develop fine motor skills and craftsmanship. The primary students also participate in the end of year drama performance. Also the 9-12 year olds perform both in December and at the end of the school year.

Physical Education

A specialist teacher is responsible for the delivery of PE to each of the primary classes. Primary students in Grades 1-3 receive PE two times a week for one hour. Students use the outdoor space on the school grounds or travel by school bus to nearby Fraser River Park or the Scottish Cultural Centre. All primary students begin the year with a safety overview for bus transportation, gym use and general body awareness. Grades 1-3 participate in activities including hockey, basketball, soccer and fitness. Additional field trips in rock climbing, cross-country running and ice skating further enrich the PE program. An age-appropriate sports day is planned for the primary grades supported by teachers and intermediate students. Overviews reflecting Ministry learning outcomes for Physical Education are in place.

Health and Career Education

HCE is taught by the classroom teacher and is integrated into the Montessori curriculum. In Kindergarten, many of the learning outcomes are taught through role-plays, group discussions, individual meetings, story-telling and class meetings. In Grades 1-3, children set goals in their daily individual work journals and, with teacher guidance, work toward being responsible for tracking their own progress and making responsible choices in planning a balanced workload for each day. Cleanliness, safety concerns and taking responsibility for oneself and the environment were consistently reinforced during the EEC's visit. Reinforcement of positive characteristics and ethics effective to making a positive contribution to a community, to oneself and to one's work is ongoing. The teaching and practicing of conflict resolution and anti-bullying is embedded in the school's philosophy and daily practices.

French

The primary French program begins in Kindergarten. A specialty teacher is brought in twice a week. Kindergarten students receive French for 30 minutes and Grades 1-3 receive French for one hour. Course overviews for French language instruction are complete.

Student Assessment

The EEC observed several examples of student assessment including checklists, anecdotal records, student self-evaluations and self-tracking lists, criterion-referenced assignments, peer evaluations and regular teacher-student meetings. Teachers keep extensive records of lessons, as well as the appropriate follow-up lessons given to each student, to be sure that students are receiving lessons in all areas of the curriculum.

Intermediate Program (Grades 4-6)

The intermediate program at Vancouver Montessori School consists of two classrooms from Grades 4 to 7. There are 35 students in the intermediate program.

The teacher in each intermediate classroom is responsible for delivery of the core subject curriculum. The teacher is also responsible for programming in the non-core subject areas including Drama, Music, Visual Arts, HCE and Technology. Specialist teachers implement the PE and French programs.

The intermediate classrooms are well organized and spacious, with many areas for group or collaborative learning to take place. Student notebooks and work are kept in individual labelled bins.

The grade specific content and correlating PLOs are clearly defined in the intermediate course overviews. **Course overviews 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.

Language Arts

The intermediate Language Arts program is wide in scope and is integrated into all aspects of the curriculum. The EEC observed a number of cross-curricular literacy activities supporting the development of skills in reading, writing, viewing, speaking and listening. These activities include a monthly newsletter for parents that is created by the students, report writing, independent reading, research, extensive lessons in grammar encompassing all parts of speech, spelling activities and the creation of a student initiated 'Halloween Magazine' made for school-wide distribution. The magazine included a history of Halloween, a fictional story by the one of the students, a word search, math questions and word problems specific to each grade level, 'how-to' articles about pumpkin carving and costume making, a recipe and safety tips. The intermediate classrooms are equipped with a selection of varied and age-appropriate novels and non-fiction books. These activities, in tandem with the articulate and respectful communication between students, are clear indicators that Ministry PLOs are being met.

Mathematics

Numeracy is taught through individual and small group lessons with additional support being given when necessary. The intermediate math program is a progression in skill and concept continued from the primary program. Ever moving toward further abstraction, students continue to work toward mastery and refinement of previously learned skills while learning new concepts. The EEC observed students learning about, or reinforcing knowledge through practice with, money, Roman numerals, fractions, math facts, multiples and subtraction with reverse operation verification of the correct answer. Problem solving and literature based Math activities are also an important focus. Students use a variety of manipulative materials to reinforce learning, being encouraged to practice daily, working toward mastery of each concept and skill.

Science

The classroom contains materials students need to complete a series of experiments independently or in a small group. These experiments are conducted by students following a lesson by the teacher from the *Great Stories*. As the students progress through the intermediate program, the lessons and follow-up work become increasingly complex. Follow-up work and the student's own observations and recordings are used to cover relevant science topics as dictated by the Ministry. The EEC observed students researching the solar system and studying the parts and functions of the leaf.

Social Studies

The Social Studies curriculum continues to be taught through an integrated approach at the intermediate level. HCE and Science play a significant role in the integration. The economic geography material, atlas and mapping work, discussions and

activities involving art, culture, and the ancient civilizations, writing and research are the primary means to expose the students to their community and the world at large. The EEC observed students studying climate zones in Canada. The *Great Stories* of the Montessori curriculum pertaining to Social Studies are re-presented to the students and more advanced skill and grade appropriate follow-up work is assigned to enhance the curriculum and provide the students with a broader perspective of the world, other cultures and humanity.

French

The intermediate French program begins in Grade 4. Students have French twice a week for one hour. The class is divided into two groups with separate French specialists delivering the program. Grade 4 students make up one group and Grade 5 and 6 students, the other. The EEC observed a vocabulary review of Halloween related words. The detailed course overviews for French indicate that Ministry learning outcomes for French are being met. The French teacher also supervises at lunch and continues the French instruction.

Fine Arts

The intermediate teachers use a variety of strategies to integrate Visual Arts and Drama into the curriculum. The Montessori Method encourages students to integrate Fine Arts into all subject areas, whether it is creating music to accompany a creative writing story, or creating a drawing, painting, diorama, or sculpture to further enhance research. The intermediate classrooms are equipped with tone bars which are a key component to the Music program. Students receive individual or small group lessons on a regular basis to learn Music theory and skills. The intermediate students play a large role in the year end performance and also participate in various plays written by students and performed throughout the school year.

Physical Education

The intermediate students receive PE instruction from a specialty teacher. Each intermediate class receives PE two times a week for 60 minutes. Students use the outdoor space on the school grounds or travel by bus to utilize nearby Fraser River Park and the Scottish Cultural Centre. Intermediate students not only refine their skills in activities including hockey, cross-country running, square dancing, soccer and basketball, they also set goals and play an active role in helping to plan PE activities. Additional out-trips including swimming, rock climbing, skiing and snowboarding further enrich the PE program. A sports day takes place at the end of the school year. Students are assessed regularly on sportsmanship, cooperation, coordination, endurance, skill comprehension and strategy. The 9-12 year olds participate in a three day outdoor education wilderness camp.

Health and Career Education

HCE at Vancouver Montessori School is integrated with other subject areas (namely Social Studies) and plays an integral role in the day to day operations and expectations of the classroom. The intermediate students participate in personal planning through the creation of personal timelines, use of work journals and regular

goal setting. The teaching of conflict resolution, respect for self and others, and anti-bullying is embedded in the school's philosophy and HCE programs and is clearly visible through student work in the classroom and peer interactions. Students' regular meetings with teachers to review their progress allows students to assess themselves weekly in regard to their level of responsibility, intrinsic motivation, self-confidence, social behaviour and academic success.

Technology

Vancouver Montessori School has a computer area in each classroom with 2 PC computers and 1 MAC. The students are able to use the computers when desired and typically follow a student created schedule which includes all students in the class. Students use the computers for many things including practicing typing skills with the Mavis Beacon program, creating student-created story linked animation using the program *Flash*, researching, completing good copies of work and creating music with *Garage Band*. Computers in the intermediate program clearly enhance other areas of the curriculum.

Student Assessment

The EEC observed several examples of student assessment including checklists, anecdotal records, student self-evaluations, student self-tracking lists, criterion-referenced assignments, peer evaluations, and regular teacher-student meetings. Teachers keep extensive records of lessons, as well as the appropriate follow-up lessons given to each student, to be sure that students are receiving lessons in all areas of the curriculum.

The educational program in Kindergarten through Grade 7 meets the time requirements as specified in the Educational Standards Order (Sections 2, 3, 4).

Compulsory classroom parent observations and conferences are held twice per year, once in the fall and once in the spring. The school's reporting policies and practices also include issuing formal written report cards comprised of a detailed curriculum orientated checklist and anecdotal comments three times a year. The first two of these reports are issued at the parent conferences and the final report is issued at the end of the school year in June. Parent meetings and notes are exchanged as the need arises with individual students.

The school participates in the Foundation Skills Assessment (FSA) in Grades 4 and 7. Results over the past two years indicate that students are fully meeting or exceeding expectations for reading, writing and numeracy. Although only a small percentage of students in each level take the test, it can generally be stated that the academic program supports student learning and has consistent successful results.

The PE program, as well as the time set aside both in and out of class specifically for DPA for Primary and Intermediate classes, satisfies the requirements for Daily Physical Activity.

7. REPORT SUMMARY

The EEC appreciates the warm welcome and open dialogue during the visit.

Commendations:

The teachers are commended for effectively linking the Montessori curriculum and Ministry prescribed learning outcomes.

Policy Issues:

The EEC concludes that there are no outstanding policy issues.

Statutory Requirements:

The EEC concludes that Vancouver Montessori School has met all the statutory requirements.

8. SUMMATIVE RECOMMENDATION

Group 1 – It is the opinion of the External Evaluation Committee that Vancouver Montessori 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.

**APPENDIX A
SUMMARY OF TEACHER CERTIFICATION
NON-COMPLIANCE, APPLICATION(S) IN PROCESS & EXPIRING
CERTIFICATES**

1. NEW TEACHERS WHO HAVE NOT SUBMITTED A TEACHER CERTIFICATION APPLICATION

Name	Subject/Grade

2. NEW TEACHERS WHO HAVE A TEACHER CERTIFICATION APPLICATION SUBMITTED AND ARE IN PROCESS

Name	Certification Type applied for

3. EXISTING TEACHERS WHO HAVE NOT SUBMITTED A NEW CRC APPLICATION

Name	Certificate Type	Previous CRC on file?

4. EXISTING TEACHERS WHO HAVE SUBMITTED A CRC APPLICATION AND ARE IN PROCESS

Name	Certificate Type	Previous CRC on file?

5. BCCT TEACHERS WITHOUT CURRENT MEMBERSHIP

Name	Certificate Type	Expiry Date

**6. PRINCIPAL CERTIFICATION:
BC College of Teachers or Independent Schools**

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Additional Certification Concerns:

APPENDIX B
BOARD AUTHORITY AUTHORIZED (BAA) COURSES THAT DO
NOT MEET THE COURSE REQUIREMENTS

Course Name	Ministry Code Number	Comments

April 21, 2011

Ms Prasannata Runkel, Principal
Vancouver Montessori School
8650 Barnard ST
Vancouver BC V6P 5G5

Dear Ms Runkel:

On Tuesday, April 19, 2011, Theo VandeWeg visited Vancouver Montessori School for an external evaluation follow-up meeting. Your attendance at the meeting provided an opportunity to discuss the report and other related matters.

The meeting also confirmed that the external evaluation report on Vancouver Montessori School is a good reflection of the vision, activities, and accomplishments of the school.

The certificate of group classification for Vancouver Montessori School will be issued to the school authority.

We wish the school every success as it continues to enable students to become effective citizens in their community.

Sincerely,



Ed Vanderboom
Executive Director of International Education
Inspector of Independent Schools

EV:mw



The Best Place on Earth

Ministry of Education

Office of the Inspector
of Independent Schools

External Evaluation Follow-Up Report
For Groups 1, 2, and 4

ORIGINAL

Certificate: April 12, 05 to June 30, 2011
K's

SCHOOL NAME Vancouver Montessori School	GROUP Group(s) 1	SCHOOL NUMBER 3996225
CITY Vancouver	PRINCIPAL Ms Prasannata Runkel	
SCHOOL AUTHORITY Vancouver Montessori School Society		
DATE OF FOLLOW-UP MEETING April 19 / 2011		
MINISTRY REPRESENTATIVE THEO VANDEWEG		

REPRESENTATIVES PRESENT FOR THE AUTHORITY	
1. Principal	2. Ren

The Report was accepted as a generally fair and accurate reflection of the school's operation:

☒ Yes ☐ No

Comments:

Delighted with EEC Team.
Very pleased with report. - suggested a few changes
to the report.
- no follow up

EEC:

- ☐ Principal
☐ Staff

Next Visit:

- ☐ Evaluation
☐ Monitoring
☐ PE
☐ Other