



Ministry of Education
Office of the Inspector of Independent Schools

Certificate of Group Classification

is issued to

Grace Evangelical Lutheran Church

for

Good Shepherd Christian School


Group 1 (Kindergarten - Grade 7)

issued under the authority of the *Independent School Act*

Valid to June 30, 2016

Certificate Number: 5396534

Effective Date: July 1, 2010


Inspector of Independent Schools

FILE COPY



Ministry of Education
Office of the Inspector of Independent Schools

Certificate of Group Classification

is issued to

Grace Evangelical Lutheran Church of Osoyoos B.C.

for

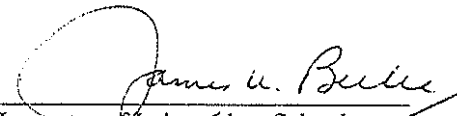
Good Shepherd Christian School

Group 1 (Kindergarten - Grade 7)
issued under the authority of the *Independent School Act*

Valid to June 30, 2010

Certificate Number: 5396534

Date Issued: April 13, 2004


Inspector of Independent Schools



THE SPANISH CAPITAL OF CANADA

TOWN OF OSOYOOS

Address All Correspondence to: CLERK Town of Osoyoos, P. O. Box 3010, 8707-76th Avenue, Osoyoos, British Columbia, Canada V0H 1V0 Telephone (604) 495-6515

September 9, 1991

Ministry of Education
Independent Schools Branch
Parliament Buildings
Victoria, B.C.
V8V 2M4

Attention: Gerry Ensing
Director

Dear Sir:

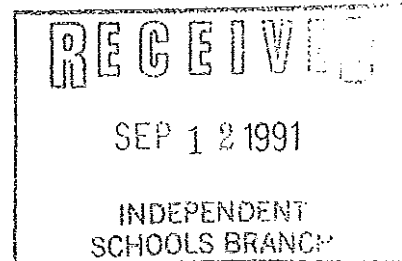
RE: Good Shepherd Christian School

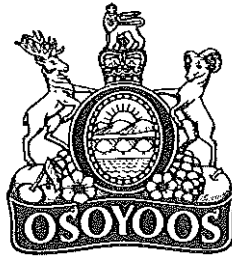
This school currently operates as part of the Grace Lutheran Church located at 7406 95th Street, Lot 3 & 4, Plan 27473. This property is Zoned R1 - Single Family Residential and a church is a permitted use in the zone. As the Bylaw does not define a church, the school is being considered part of the church use.

In reference to the Town's Bylaws relating to zoning, building, fire and health I am not aware of any reason why this school should not be issued a certificate.

Yours Truly,

Bruce Woodbury
Administrator





THE SPANISH CAPITAL OF CANADA

TOWN OF OSOYOOS

Address All Correspondence to: CLERK Town of Osoyoos, P.O. Box 3010, 8707-76th Avenue, Osoyoos, British Columbia, Canada V0H 1V0 Telephone (604) 495-6515

August 23, 1990

Mr. Gerry Ensing
Director Independent Schools Branch
620 Superior Street
Victoria, B.C. V8V 2M4

Dear Mr. Ensing:

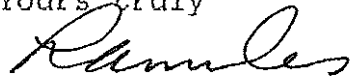
Re: Good Shepherd Christian School

Please be advised that this school will be holding classes in the quite new Good Shepherd Lutheran Church.

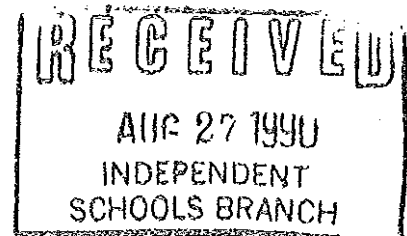
The church is properly zoned and built to code with adequate parking. It complies with all our bylaws.

We know of no reason this school should not be issued a certificate under the Independent School Act.

Yours truly


L. A. Miles
Clerk-Administrator

c.c. Mayor Radi





Province of
British Columbia

300 Eckhardt Avenue East
Penticton, B. C.
V2A 1Z2

March 12, 1990

Pastor Sieg Redenbach
Box 203
Osoyoos, B. C.
VOH 1V0

Dear Pastor Redenbach:

Re: Proposed School, Grace Lutheran Church, 7408 - 95th Street,
Osoyoos, B. C. VOH 1V0

Please be advised that this office has no objection to the lower floor of the above referenced church being used as a kindergarten to grade three school for up to twenty students, subject to the following:

1. The two small rooms without windows should not be used for routine classroom activities.
2. The lighting intensity in the classroom areas should be at least 60 foot candles.
3. Any outside play area should be fenced or screened in such a way to prevent children from running into any street.
4. A drinking fountain should be provided.

I recommend that you consult your solicitor and insurance agent to determine if there might be some further problems that may be encountered.

Yours truly,

L. Hogg
Public Health Inspector
for

W.P. Moorehead, M.B., Ch.B., M.Sc., F.R.C.P.(C)
Medical Health Officer and Director
South Okanagan Health Unit

LH:je



THE SPANISH CAPITAL OF CANADA

TOWN OF OSOYOOS

Address All Correspondence to: CLERK Town of Osoyoos, P.O. Box 3010, 8707-76th Avenue, Osoyoos, British Columbia, Canada V0H 1V0 Telephone (604) 495-6515

January 18, 1990

Good Shepherd Christian School
c/o Grace Lutheran Church
Box 203
Osoyoos, B.C. V0H 1V0

Dear Mr. Wood:

Please be advised that it is permissible to conduct a Day School operation in the Grace Lutheran Church Building.

I trust this is the information you requested.

Yours truly

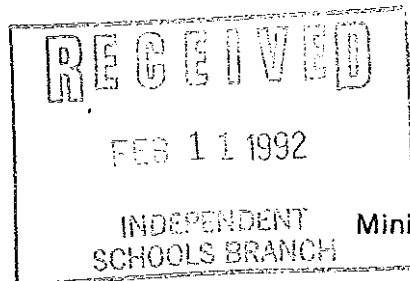
L. A. Miles
Clerk-Administrator

c.c. Mayor Radi

CANADA
PROVINCE OF BRITISH COLUMBIA

NUMBER

S-26629



Province of British Columbia
Ministry of Finance and Corporate Relations
REGISTRAR OF COMPANIES

SOCIETY ACT

CERTIFICATE OF INCORPORATION

I HEREBY CERTIFY THAT

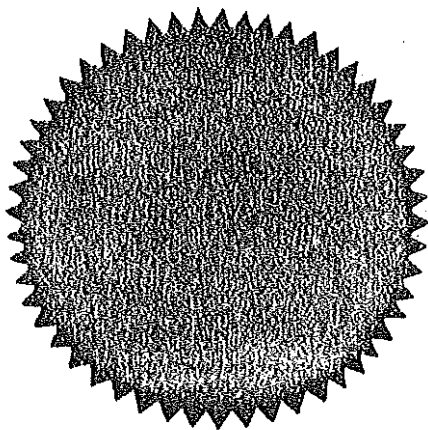
GRACE EVANGELICAL LUTHERAN CHURCH, OF OSOYOOS, B.C.

HAS THIS DAY BEEN INCORPORATED UNDER THE SOCIETY ACT

GIVEN, UNDER MY HAND AND SEAL OF OFFICE

AT VICTORIA, BRITISH COLUMBIA

THIS 11TH DAY OF SEPTEMBER, 1990



DAVID W. BOYD
REGISTRAR OF COMPANIES

Certificate: July 1, 2010 to June 30, 2016

FL



The Best Place on Earth

Ministry of Education

Office of the Inspector
of Independent Schools

Group 1 and 2 Monitoring Inspection Report School Year 2011/2012

SCHOOL NAME Good Shepherd Christian School		GROUP Group(s) 1	SCHOOL NUMBER 5396534
CITY Osoyoos		PRINCIPAL Mrs. Angela Westcott	
SCHOOL AUTHORITY Grace Evangelical Lutheran Church		SCHOOL PHONE NUMBER 250-495-3549	
GRADES K-7	ELEMENTARY ENROLMENT 30	SECONDARY ENROLMENT —	HOME-SCHOOLED STUDENTS —
TOTAL STUDENTS 30		INTERNATIONAL STUDENTS —	
RECOMMEND CURRENT GROUP CLASSIFICATION: Yes <input type="checkbox"/> No <input type="checkbox"/> Comment: 1701 = 26 Hc			
DATE OF VISIT May 8/2012	MINISTRY INSPECTOR/ASSISTANT INSPECTOR TREVOR VANDEWEGE		ATTENDEES Principal
PREVIOUS VISIT April 26/2010 TV (EP)	SIGNATURE [Signature]		CERTIFICATE EXPIRY DATE: 2016

Other than random checks in the school files, the responses noted are those of the school principal.

1. CHANGES SINCE LAST EE/MONITORING INSPECTION IN:

- Facilities (Municipal/Regional District compliance?)
→ new playground, new smartboards
- Programs and/or grade levels (compliance with ESO?)
- Administration structure.
- Responses to EE's Statutory Requirements/Policy Issues Report or monitoring inspection follow-up requirements:

2. MUNICIPAL REQUIREMENTS

- Facilities meet municipal/regional codes.
Yes ☒ No ☐ Comment:
- Facilities receive regular inspections by local officials.
Yes ☒ No ☐ Comment: Fire chief, bus
- Municipal school zone signs are in good repair.
Yes ☒ No ☐ Comment:

3. STUDENT/SCHOOL SAFETY

- School has regular safety checks of building, grounds and playground equipment.
Yes ☒ No ☐ Comment:
- The school has policies/procedures for the supervision of students at school and on field trips?
Yes ☒ No ☐ Comment:
- Facilities are adequately maintained and clean.
Yes ☒ No ☐ Comment:
- School uses cloth towel dispensers.
Yes ☐ No ☒ Comment:
- The school regularly practices safety procedures.
Earthquake Drills: Yes ☒ No ☐ Frequency: 2/yr
Fire Drills: Yes ☒ No ☐ Frequency: 5/yr

Comment:

lockdown policy

4. SCHOOL PHILOSOPHY AND ADMINISTRATION

- a) The school continues to comply with Section 1 of the
- Independent School Act*
- Schedule.

Yes ☒ No ☐ Comment:

- b) Authority has maintained 'good standing' with the Registrar of Companies.

Yes ☒ No ☐ Comment:

- c) E.S. (formerly Q.S.) procedures/documents satisfy the auditor.

Yes ☐ No ☐ Comment:

Name of Auditor:

Keep Harvey Keep

- d) Grants Received:

June 30/2011

"Review Enquiry"
"it says 'unaudited'?"

Operating Grant \$	107,193	Operating Expenses \$	255,473
Special Education Grant \$	54,900	# of students receiving Sp. Ed. Grants	S22
French Grant \$	108.	Expenses	Flowers

- e) Does the school receive any special purpose or conditional grants?

Yes ☐ No ☒ Comment:

- f) Authority complies with Section 12(3) & (4) of the
- Independent School Act*
- .

Yes ☒ No ☐ Comment:

- g) School has written policies pertaining to:

Comments:

Student Discipline	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Reporting of Child Abuse	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Appeals (Parent and Teacher)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Supervision	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Anti-bullying	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Field Trips	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Protection of Privacy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Principal/Teacher Evaluation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Challenge/equivalency	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

5. EDUCATIONAL PROGRAM

- a) Instructional Staff

Teachers:

Assistants:

Headcount:

32

FTE

2.62

- i) Principal and teachers hold valid BC certification, and have proper assignments (restricted certification).

Yes ☒ No ☐ Comment:

- ii) Teacher certificate is in progress.

Yes ☐ No ☒ Comment:

BCCT:

ISTC:

- iii) Criminal record checks have been completed for, or authorized by, all staff "working with children."

Yes ☒ No ☐ Comment:

- iv) Staff turnover since last inspection/monitoring visit:

Yes ☐ No ☒ Comment:

b) Student Records:

i) Permanent Student Records

Permanent Record Form 1704 (complete and up-to-date)

Yes ☒ No ☐

Copies of at least two of the most recent years of student progress reports

Yes ☒ No ☐

If applicable - inclusions to support medical alerts, legal alerts, support services information

Yes ☒ No ☐

IEP's/CMP's

Yes ☒ No ☐

Registered homeschooled students

Yes ☐ No ☒ii) Additional Student Record Items:

Legal name (photocopy of birth certificate)

Yes ☒ No ☐

Allergies and other health concerns

Yes ☒ No ☐

Emergency contact numbers

Yes ☒ No ☐

Doctor's name and contact information

Yes ☒ No ☐

Care Card number

Yes ☒ No ☐

Official names of parents/guardians with home and work contact information

Yes ☒ No ☐

Verification that parent/guardian is legally in Canada and resident of British Columbia.

Yes ☒ No ☐

iii) Student records are stored in a manner that ensures preservation in case of fire, theft, or disaster:

Yes ☒ No ☐ *fireproof*

iv) Verification of International Students' legal presence in Canada

Yes ☐ No ☐ *N/A*

c) i) Educational program continues to be in compliance with the Educational Standards Order Requirements:

Yes ☒ No ☐ Comment: *860*

ii) Course Overviews:

Include content, teaching strategies, assessment, learning outcome linkage (Ministry/Authority) for:

Core Subjects:

K-3

Yes ☒ No ☐ Comment:

4-9

Yes ☒ No ☐ Comment:

Non-Core Subjects:

K-3

Yes ☒ No ☐ Comment:

4-9

Yes ☒ No ☐ Comment:

Graduation Program

required courses

Yes ☐ No ☐ Comment:

electives

Yes ☐ No ☐ Comment:

iii) Board/Authority Authorized Courses:

- have been registered with a 1526 form:

Yes ☐ No ☐ Comment:

- have been developed according to Ministry BAA template?

Yes ☐ No ☐ Comment:

d) i) Special Education programs are offered by the school:

Yes ☒ No ☐ Comment:

ii) Has the school developed a special education policy?

Yes ☒ No ☐ Comment:

iii) All funded special education students have an Individual Education Plan (IEP) or Case Management Plan (CMP):

Yes ☒ No ☐ Comment:

iv) Special Needs budget:

Yes ☒ No ☐ Comment:

e) Provincial Assessment

i) The school participated in Foundation Skills Assessment since the last inspection visit.

Yes ☒ No ☐ Comment:

Grade 4 ☒

Grade 7 ☒

ii) Describe the school's use of FSA results:

good scores, small sample

iii) Provincial examinations.

Grade 10:

Grade 11:

Grade 12

Comment on the comparisons of school/exam mark:

iv) School's evaluation program demonstrates student progress in intellectual, social and career development.

Yes ☒

No ☐

Comment:

OFFICE FOLLOW-UP INFORMATION:

Yes ☐

No ☒

Due Date: _____

EEC:

☐ Principal..

☐ Staff

ITEMS:

Next Visit:

☐ Evaluation

☒ Monitoring *2013*

☐ PE

☐ Other

Certificate: April 13, 2004 to June 30, 2010
GRADE K-7



BRITISH
COLUMBIA

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

SCHOOL NAME Good Shepherd Christian School	GROUP Group(s) 1	SCHOOL NUMBER 5396534
CITY Osoyoos	PRINCIPAL Mrs. Angela Westcott	
SCHOOL AUTHORITY Grace Evangelical Lutheran Church		
DATE OF FOLLOW-UP MEETING April 26/2010		
MINISTRY REPRESENTATIVE THEO VANDEWEG		

REPRESENTATIVES PRESENT FOR THE AUTHORITY	
1. Angela Westcott	2.

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

☒ Yes ☐ No

Comments:

1. Very pleased with report; accurate reflection of the school and its program.

2. Pleased with EEC Team.

3. It is

a) municipal compliance ✓ - sent to OHS.

b) teacher evaluation ✓ - document & process developed and ongoing.

EEC:

- ☐ Principal
☐ Staff

Next Visit:

- ☐ Evaluation
☐ Monitoring
☐ PE
☐ Other



The Best Place on Earth

October 27, 2009

FILE COPY

Mrs. Angela Westcott, Principal
Good Shepherd Christian School
PO BOX 203
Osoyoos BC V0H 1V0

Dear Mrs. Westcott:

The External Evaluation Committee, which recently visited Good Shepherd Christian 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.

The external evaluation report includes a statutory requirement. In order for the school to be in compliance with the *Independent School Act* Regulations and Orders and to receive funding, the following statutory requirement must be met and/or reported on in writing to the Inspector of Independent Schools by **December 15, 2009**:

- forward a copy of a letter from the Office of the Municipal Clerk to confirm that there are no compliance related concerns regarding the School facility and property.

The report includes a policy issue to assist the school in its further development. Please forward a letter to the Inspector of Independent Schools by **February 1, 2010**, verifying how the school plans to address the following:

- ensure that teacher files do contain evidence of formal teacher evaluation following the stated comprehensive teacher evaluation policy.

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

Sincerely,

Ed Vanderboom
Inspector

EV/mw

Enclosure

File

Monday, January 25, 2010

Attention: Ed Vanderboom
Re: Teacher Evaluations

FILE COPY

This is to inform you that teacher evaluations have taken place since your visit in October. We have developed a set up that worked for our unique situation. There is some tweaking to be done to the format for next time, but we are satisfied that the format used met our needs at this time. Additionally, a formal evaluation was done for our teacher assistant.

These evaluations are kept on file and will be revisited at the end of this school year to ensure that the teachers are working on the professional growth outlined in this evaluative process. At this time the teachers, with the assistance of the principal, will outline their professional growth plans for the following year. As well, there will be ongoing, informal evaluations for the purpose of addressing areas that are 'works-in-progress'.

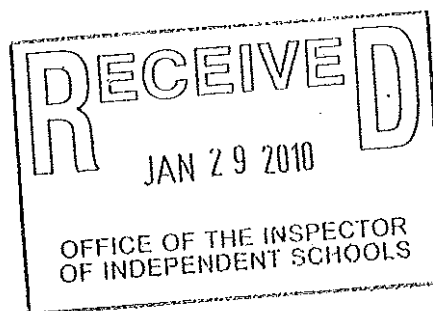
The next formal evaluation is scheduled for the fall of 2011. Throughout the 2010-2011 school year informal evaluations will take place.

Thank you for your valuable feedback and support.

God's blessings,



Angela Westcott
Principal/Teacher
Good Shepherd Christian School
Box 203
Osoyoos, BC
V0H 1V0
(250)495-3549



ORIGINAL

A. School Information

NAME OF SCHOOL Good Shepherd Christian School	
ADDRESS OF SCHOOL 6 Finch Crescent	SCHOOL MINISTRY CODE 05396534
CITY Osoyoos	POSTAL CODE V0H 1V0
NAME OF SOCIETY/COMPANY Grace Evangelical Lutheran Church	
GRADE RANGE (of grades offered) K - 7	ENROLMENT 29

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

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)

Herb Krul (Chair)

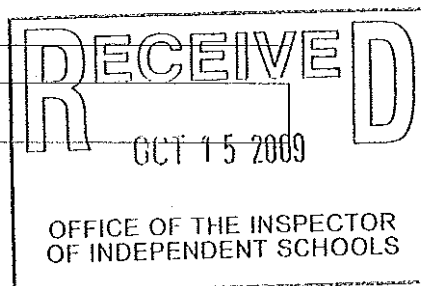
Beau Buckler

Signature(s)

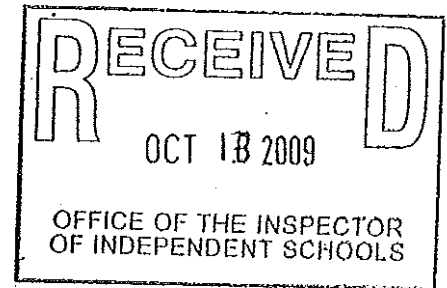
[Signature]
Beau Buckler

Date of EEC Visit:

October 1 – 2, 2009



EXTERNAL EVALUATION REPORT
ON



GOOD SHEPHERD CHRISTIAN SCHOOL, OSOYOOS

ORIGINAL

OCTOBER 1 – 2, 2009

INTRODUCTION

Good Shepherd Christian School (GSCS) is a Group 1 elementary school enrolling 26 students, Kindergarten to Grade 7. The School is located on 6 Finch Crescent, Osoyoos. GSCS is an Associated Member Group (AMG) school of FISA and is affiliated with Alberta/BC District of Lutheran Church Schools. The School has no home schooler registrations.

An External Evaluation Committee (EEC) consisting of Mrs. Beau Buckler and Mr. Herb Krul (chair) visited the School from October 1 to 2, 2009. An initial meeting with the staff was held to review the inspection process. The EEC visited the three grade groupings, held discussions with the Principal, the Pastor, the teachers, and support staff. Policies, records, facilities, operations, administrative procedures, course outlines, assessment records, samples of student work, and daybooks were all closely examined. The EEC also met with the staff to share the report summary.

This External Evaluation Committee 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.

1. GENERAL INFORMATION

Since the last report in 2003, the School has modified its classroom groupings. The School has purchased 24 laptop computers. The purchase of a larger bus now allows the School to transport the students to a public field for PE in one trip and also eliminates the need for parent drivers for various field trips. To address the lock-down policy, facility changes have been made. An office for the Principal and Administrative Assistant has been added. New lighting, painting, and flooring have significantly brightened the facility. An Administrative Assistant on a part time basis and increased administrative time for the Principal has addressed previous EEC recommendations regarding administrative time allotments.

Grace Evangelical Lutheran Church is the Society under which the School operates. The Board of Parish Education is accountable to the Society through the Voters' Assembly. The Chairman of the Board of Parish Education is responsible for reporting regularly to

the Voters' Assembly and Executive Council. The Board and its committees is responsible for establishing and reviewing the policies and objectives of the School. The Principal is responsible for reporting to the Board of Parish Education on the day to day management of the School.

The School is registered under the *Society Act* under the official registration number S-26629. The last annual report was filed in June 25, 2009.

The School does not operate any educational program in addition to its Kindergarten to Grade 7 program.

2. FACILITIES

The GSCS utilizes the basement of the Grace Evangelical Lutheran Church. This large multipurpose room of the Church is divided into two classrooms, a Primary teaching area, a computer area, kitchen, office, staff work area, and a band area. The Church sanctuary upstairs is used for devotions. Improvements to the facility have transformed it into a bright and welcoming learning environment.

Although adequate for the current reduced enrolment of 26, the Authority does recognize the need to relocate to a larger facility. Plans to acquire a building site are in process. The Church parking lot functions as the playground. The parking lot has perimeter fencing, is gated, and there is no conflicting use with the Church traffic on this parking lot during the school hours, thereby ensuring that this area is a safe playground. Students are bussed to a local sports field for scheduled PE instruction.

School facilities meet municipal codes for zoning, building, and fire prevention. The EEC notes, however, that the letter from the municipal clerk to confirm that there are no compliance related concerns regarding the School facility and property is forth coming.

All service tags for fire extinguishers are up to date. Earthquake and fire drill protocols are in place. Drills are conducted on a regular basis and recorded as required. The facilities, playground equipment, and other aspects of the facility are inspected for safety on a regular basis following the *Safety Booklet* policy.

3. SCHOOL PHILOSOPHY AND PRACTICE

The EEC notes the extent to which the School's stated philosophy and goals positively impact the learning environment of the students, as further detailed in the commendations of the report summary.

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.

There are a number of special features that make GSCS unique. There is a strong family, caring atmosphere prevalent at the School, where Primary and Intermediate students interact in various settings in a positive manner. This family, caring atmosphere also impacts teacher/student interactions. The School also strongly emphasizes a communication structure where church, home, and school work together. To that end, the School maintains an open door policy for parents, and communication with parents is frequent.

Future plans for the School include expansion of the School on a new site to allow for a staff addition and a change to the grade groupings, as well as then enabling students to use the playing field for PE.

4. SCHOOL ADMINISTRATION

The Principal has been the Administrator for three years. In addition to the part time teaching of the Grade 3-4 group, the Principal is responsible for the supervision of the educational program, all teaching and non teaching staff, the facilities, and the School finances. Administration time is sufficient considering the fact that the Principal has the flexibility to call in a teacher on call to cover classroom instruction to allow for additional administrative time as needed.

Student records contain all required items as specified in the Inspector's document: *Student Records: Requirements and Best Practice Guidelines for Independent Schools*. All student files are kept in a locked, fireproof filing cabinet.

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.

The School has not participated in the Ready, Set, Learn, the Literacy Innovation, or the French Grants. Although approval for one Special Education Grant application is pending, the School does not currently receive a grant.

The Principal meets with the staff on a daily basis both informally as needed, as well as at the beginning of each day. Parents are kept informed through the School Handbook, monthly newsletters, Parent Support Group meetings, parent teacher interviews, frequent informal communication as parents visit the School, as well as through the website that is being developed.

The School's child abuse protocols reflect the procedures described in the Ministry document: *Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse*.

Appeal procedures for handling parental/teacher complaints, reflect the principles of procedural fairness, as specified in the FISA/Ministry of Education document: *Procedural Fairness: Best Practices Guidelines for Independent Schools*.

Policies regarding emergency procedures, student safety, student supervision, and all other policies listed in the *Evaluation Catalogue Form 4537* are clearly detailed and communicated to parents in the *School Handbook* and *Policy Manual*.

5. TEACHER CERTIFICATION

The Principal of the School is a BC certified teacher, as required by Section 8 of the *Act*. The teaching staff consists of 1 full-time and 2 part-time teachers. Evidence of BC College of Teachers certification and current membership is on file.

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*.

Satisfactory criminal record checks, in accordance with the *Criminal Records Review Act*, are on file for all employees working with children.

Five days a year are allotted to professional development activities. Teachers participate in the Lutheran Teachers Association Conference and in workshops throughout the year focussing on Art, Mathematics, and Science.

The School's *Policy Manual* outlines a comprehensive Principal and teacher evaluation policy. Although frequent informal and undocumented teacher evaluations occurs, the EEC notes that teacher files do not contain evidence of formal documented evaluation as required.

The EEC notes the continuity of teaching assignments and low turn over in the past two years.

6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION

Good Shepherd Christian School is one large basement area that has been skilfully divided to allow for instruction to a variety of ages. There is s22 Kindergarten s22 , s22 Grade 1's, and s22 Grade 2's situated in an open area partitioned off with dividers and bookshelves on three sides. Included in this area is a reading centre with a rug surrounded with shelves containing a variety of library books. The s22 Grade 3 students and the s22 Grade 4's have a room built into one corner. There are tables for the students during instructional time. This small room has two walls of bookshelves where library books, texts and resources are kept. There are s22 Grade 5 students, s22 Grade 6 and s22 Grade 7 in a second room built along the side wall. This room also contains tables, bookshelves, an overhead projector and laptops for each student. The central area of the large space holds tables for multi-purpose use. At one end of the space is an area which is kept clear for band practice and drama rehearsals. At the other end there is a kitchen with two stoves that are often used to do cooking with the children. The computer lab is an area adjacent to the primary space and divided with partitions. Coat

hooks are strategically placed along walls and on the backs of bookshelves with each class having their own area.

Primary (Kindergarten-Grade 3)

Language Arts

The program used for the Primary class is called *Metra*. The authors wanted to design a Grade 1 Reading program that would eliminate reading failure. It is based on whole group instruction with companion study books, seatwork, mastery checking, oral and silent reading components and whole language activities. The resource includes phonics, sight words, language, reading comprehension and writing. Assessment for Primary Language Arts can be a Kindergarten survey, checklists of letter recognition and printing examples kept in ongoing portfolios of student-generated work. In order to accommodate the multi-grade levels, the Grade 1 program is targeted with fewer expectations of the Kindergarten children and more expected from the Grade 2 students.

Mathematics

The Kindergarten students use many manipulatives, and then move on to practice their skills in the *Learning Horizons* workbook. The Grade 1 and 2's use *Math Quest* which is an activity based program built upon the understanding of how children learn and it contains units on problem solving, numbers, operations, geometry and measurement.

Science and Socials

Science and Socials are taught thematically and the Prescribed Learning Outcomes (PLO's) are covered with study in areas such as: bears, winter, holidays, plants, and butterflies. This thematic approach lends itself well to multi-grade expectations. Units of work are presented by the teacher then work is completed in small groups or partners with activities that allow the Kindergarten students to participate fully and actively. The Grade 3 students are included with the Grade 4's for Science and Socials.

Physical Education

The Primary and Intermediate students receive PE classes at a large park where they are bussed by their teacher/bus driver. As well, during winter weather, these two periods are spent at a recreation centre gym, on the ski hill, at the pool or at the skating rink. Gross motor activities are stressed with developmentally appropriate teaching strategies. As well, there are shorter PE classes on the small playground attached to the school and playground equipment is readily available. Stretching, yoga and gymnastics take place indoors and during morning devotions students are provided with opportunities to be active throughout the songs.

Fine Arts

Ideas for Art activities stem from thematic work as well as seasonal suggestions. This year a variety of Art curriculum will be organized around famous artists. This school-wide project integrates one theme that can be developed by both younger and older children. The Grade 3 students are taught recorders with the Grade 4's. The Primary children have regularly scheduled Music classes but Music is woven throughout subject areas and the students are involved in learning the songs for their performances. Drama techniques and activities are taught throughout the year. Each child is involved in a dinner/theatre evening presented in the fall.

Health and Career

Healthy living curriculum is covered during Earth Day when students have an annual walk to school day. Topics such as goal setting, decision making, healthy relationships, safety and injury prevention are integrated into themes, Language Arts and devotion times. There are also scheduled times when Health and Career is taught as a separate subject. There is an agenda for the Primary children as a communication link with parents as well as an ongoing organizational tool.

Intermediate (Grades 4-7)

Language Arts

The Intermediate Language Arts program has been developed with a wide range of teacher collected and developed units that support the curriculum PLO's for Language Arts. Numerous resources such as *Guiding Readers and Writers*, *Reading Comprehension-How good Readers Read*, *Reading Power* and *Four Blocks Literacy Models* are used. The multi grade situation is addressed by having the concept presented to the whole group but the criteria for assignments are age appropriate. For Grades 3 to 6 the *Tree House Spelling* program is used. The Grade 7's use *Instructional Fair* resources for an activity called "Nifty Fifty". As well, poetry, writing forms, reading genres, grammar, writing mechanics, editing and responding are covered using the many teacher resources. B.C. Performance Standards and Quick Scales were in evidence. The teachers' marking books indicate results in the form of checklists, rubrics and tests for grammar and reading.

Mathematics

For the Grade 3 and 4 students, instruction is given to the 3's while the 4's are at the computers practicing concepts, and vice versa. The *Math Quest* program is used for all Grades 3 to 6 and *Math Power* is used in Grade seven. The premise of the program is that students learn in different ways and must construct their own meaning of Mathematics by learning in a variety of ways. Students use Math confidently while communicating, and commenting. A supplemental Mathematics resource is *Mathematics, The Teachable Moment*, a resource manual that includes a sports section,

project section, problem solving, games and weekly graphs, data analysis and probability, all appealing to the learner. Assessment consists of daily math assignments, chapter reviews, chapter tests, term reviews and man minute checklists.

Science

BC Science Probe, the program used for Grades 4 to 7, reinforces Science literacy. It embraces the lifelong combination of the Science-related attitudes, skills and knowledge students need to develop an inquiring mind. The Science is engaging and assignments include unit rubrics, self-assessment, chapter quizzes and science skill checklists. Students are actively involved in the ongoing experiments and demonstrations. *BC Science Probe* has a direct correlation to the BC PLO's for Science. Teaching strategies include hands-on science activities, videos, and occasionally guest speakers. The Grade threes and fours are together for Science with information being taken from the Grade 4 *Science Probe* as well as teacher collected resources to cover the Grade 3 curriculum. To accommodate multi grades, teachers may pull ideas from two or more different grade levels then use the opposite curriculum the next year. In Grades 5 to 7 students cover electricity from the Grade 6 PLO's and chemistry and earth's crust from the Grade 7 PLO's.

Social Studies

The Grade 3's and 4's are taught together on a two-year cycle. The Grade 5 to 7's are on a three-year cycle and this year all are using the *Outlooks* program that supports the idea that we must develop thoughtful, responsible, active citizens who are able to acquire information and consider multiple perspectives. It has a rich knowledge base for key concepts with suggestions to broaden the learning experience. Learning activities include reading, discussing, analyzing, organizing and presenting. Mapping skills are taught using resources such as the *Instruction Fair Mapping* program. Assessment includes checklists, rubrics and testing.

French

Although not required, the Grade 3-4 class is introduced to such topics as French greetings, numbers, the family, colours, seasons and weather. At the Grade 5 to 7 level, they are taught Oh Canada, the Lord's Prayer, salutations, regular and irregular verbs, negation and questioning. The *Activité* program is used with other, teacher-collected resources.

Physical Education

All of the students have been challenged to 'run around BC' and can be seen at the park or the playground doing laps to achieve their goal. Units such as soccer, games, track and field and baseball are taught at a local park. Skills such as basketball, volleyball and badminton are taught using a gym at the Sonora Community Centre. As well, the students receive lessons in skating, swimming, skiing and curling.

Fine Arts

For Music, the Grade 3-4 class learns recorder. The Grades 5 to 7 receive band instruction from a local band instructor, twice weekly. Drama is taught throughout the year but all the children have the opportunity to participate in the dinner/theatre production in November. Included in Art this year is a school-wide theme whereby the students study the world's greatest artists. They use a variety of mediums and include techniques such as crayon resist, and water colours. The EEC observed students working in an art appreciation setting where group collaboration was stressed for Van Gogh's *Sunflower*. The walls were brightly decorated with several varieties of sunflowers. The students observed differences in various representations of the given subject as they paid attention to drawing, size, positioning and colour. The students create then share their creations.

Health and Career

The PLO's are integrated into computer time, Language Arts, Science and devotions. The EEC observed work on subjects such as internet safety, conflict resolution and health and nutrition. Some of the assignments included writing about events in their lives that have affected them, sharing their personal interests and what they like best about their bodies. An especially affective resources used is the book *Conflict Resolution* which teaches not just techniques for solving problems but a systematic program designed to show teaching methods that will help students ward off/bypass conflicts altogether.

Daily Physical Activity

The teachers have embraced the need for active lives, which shows in the amazing variety of activities they arrange for the children. Running challenges and walking clubs can be added to the lengthy list of PE and extra curricular activities. The staff and students are easily exceeding the required thirty minutes per day of DPA.

Bible

Each day is opened with devotions by all the children. It may take place in the classroom area or upstairs in the church. It may be lead by the teachers, the Pastor or a resource/volunteer. Resources for Bible are teacher collected and a wide variety of material is available. The teachers rely on the Pastor and their volunteer to help them with Bible interpretations, lessons and determining appropriate resources. Some of these resources include the teaching resource: *Modeling God's Love to Children*.

Technology

The children have access to a computer lab and are motivated with programs such as *Kids Pix*, *All the Right Type*, *Claris Works*, *Math Blaster*, *Reader Rabbit*, *Apple Works* and *Bailey's Book House*. The older Intermediate students have laptops and instruction is

delivered using a projector and screen. Research, word processing, e-mail etiquette, internet skills, power point and an electronic yearbook are areas of investigation.

The educational program in Kindergarten through Grade 7 meets the time requirements and learning outcomes of the BC curriculum for all subjects, as specified in the *Educational Standards Order* (Sections 2, 3, 4)

Course outlines in all subjects include content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and linkage to the Ministry or authority-approved learning outcomes as required.

Additional Items for Kindergarten - Grade 7

Special Education

The School has applied for funding for S22 and has recently tested S22 who may also qualify for funding. Extensive IEP's are in place for these students. These students have a full time educational assistant who helped develop the IEP's. S22 of the children S22 tested by the OSNS (Okanagan, Similkameen Neurology Society) who made suggestions for S22 education which were considered on the IEP. The other S22 S22 tested by a local psycho-educational counsellor. There are S22 other students who are being considered for IEP's at this time. There is no learning assistance teacher, but the three staff members make time during the lunch hour and after school to work with students who need extra practice.

Report Cards

Three formal report cards are issued per year and one interim report card in the fall. Following the first two reports, there are parent/teacher conferences. In the Primary grades, the four point rubric is used for all core subjects, as well as PE, Fine Arts, work habits, attitude and effort, Health and Career, spiritual development and Bible Study. At the Intermediate level, letter grades are assigned for core subjects as well as PE, Fine Arts, French, Health and Career and Bible. The report card information communicates results based on meeting Ministry learning outcomes.

Standardized Testing

FSA testing is conducted in Grades 4 and 7 as required. The results are downloaded, a copy is kept in the student's file and a copy is sent to parents with a covering letter. As this is a small school, both the Grade 4 and 7 teachers do the marking, and then trade the tests to make sure of consistency without prejudice. After considering the results from the last testing, the teachers ordered *Reading Power*, an intervention program that they now use with some students. Informal testing includes the *Canadian Achievement Test*

that is administered to the Grades 3-7 in May and the *STAR Reading Assessment* that is conducted three times per year.

Library

The School has an eclectic collection of books in all genres. There are numerous fiction and non-fiction books in each of the three teaching areas. Although there is not a formally organized library at this time, a generous, yearly budget allows for the purchase of teacher resources, reference books, trade books and many popular children's books.

Special Projects

For such a small school, a great deal is happening. Besides the wide array of PE activities and trips, the school has spirit days, singing at seniors' homes, Earth Day celebrations, and run for Terry Fox. As well, the children go to the Safety Village, to the Okanagan Symphony, the local museum, the Okanagan Children's Festival and to the Lutheran Bible camp. The older children are excited about a four-day trip to either Victoria or to an organized camp. For the last two years, the school has participated in "Mind Grind", which is a competition on environmental technology and includes information on water, air, soil and other resources. The children prepare by studying information then a team of four students competes against other teams. Good Shepherd School has won two years in a row.

7. REPORT SUMMARY

Commendations

The EEC commends the School for:

- The evidence of a close relationship between teachers and students and the teachers' modeling of positive student attitudes and communication.
- The family atmosphere and the teachers' fostering of a caring environment.
- The dedication of school community volunteers.
- The improvements to the current facility to transform a church basement into a bright and welcoming learning environment.
- The extent to which teachers have collected materials and resources to address Ministry prescribed learning outcomes.

Policy Issues

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, 2010**:

- The School ensure that teacher files do contain evidence of formal teacher evaluation following the stated comprehensive teacher evaluation policy.

Statutory Requirements

The EEC concludes that Good Shepherd Christian School has met all the statutory requirements except the following:

- The School must have on file a copy of a letter from the Office of the Municipal Clerk to confirm that there are no compliance related concerns regarding the School facility and property.

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, 2009**.

8. SUMMATIVE RECOMMENDATION

It is the opinion of the External Evaluation Committee that Good Shepherd Christian 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.

**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



Additional Certification Concerns:

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

Course Name	Ministry Code Number	Comments



The Best Place on Earth

Ministry of Education

Office of the Inspector
of Independent Schools

ORIGINAL

Group 1 and 2 Monitoring Inspection Report School Year 2007/2008

Certificate: April 13, 2004 to June 30, 2010

SCHOOL NAME Good Shepherd Christian School		GROUP Group(s) 1	SCHOOL NUMBER 5396534		
CITY Osoyoos		PRINCIPAL Mrs. Angela Westcott			
SCHOOL AUTHORITY Grace Evangelical Lutheran Church		SCHOOL PHONE NUMBER 250-495-3549			
GRADES K-7	ELEMENTARY ENROLMENT 46	SECONDARY ENROLMENT	HOME-SCHOOLED STUDENTS	TOTAL STUDENTS 46	INTERNATIONAL STUDENTS
RECOMMEND CURRENT GROUP CLASSIFICATION: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Comment:					
DATE OF VISIT June 10/08		MINISTRY INSPECTOR/ASSISTANT INSPECTOR THEO VANDEWEG		ATTENDEES Principal	
PREVIOUS VISIT Oct 26/05 M TU		SIGNATURE LMU-W		CERTIFICATE EXPIRY DATE:	

Other than random checks in the school files, the responses noted are those of the school principal.

1. CHANGES SINCE LAST EE/MONITORING INSPECTION IN:

a) Facilities (Municipal/Regional District compliance?)

b) Programs and/or grade levels (compliance with ESO?)

c) Administration structure.

d) Responses to EE's Statutory Requirements/Policy Issues Report or monitoring inspection follow-up requirements:

GSCS @ persona.ca

→ technology brought into classroom, variety of resources, 20 laptops (PC) for intermediate stlts.
new principal in year two.

2. MUNICIPAL REQUIREMENTS

a) Facilities meet municipal/regional codes.

Yes ☒ No ☐ Comment:

b) Facilities receive regular inspections by local officials.

Yes ☒ No ☐ Comment:

c) Municipal school zone signs are in good repair.

Yes ☒ No ☒ Comment:

3. STUDENT/SCHOOL SAFETY

a) School has regular safety checks of building, grounds and playground equipment.

Yes ☒ No ☐ Comment: bagged.

b) The school has policies/procedures for the supervision of students at school and on field trips?

Yes ☒ No ☐ Comment:

c) Facilities are adequately maintained and clean.

Yes ☒ No ☐ Comment:

d) School uses cloth towel dispensers.

Yes ☐ No ☒ Comment:

e) The school regularly practices safety procedures.

Earthquake Drills: Yes ☒ No ☐ Frequency: 5/yr

Fire Drills: Yes ☒ No ☐ Frequency: 5/yr

Comment: lockdown procedure in place.

4. SCHOOL PHILOSOPHY AND ADMINISTRATION

- a) The school continues to comply with Section 1 of the
- Independent School Act*
- Schedule.

Yes ☒ No ☐ Comment:

- b) Authority has maintained 'good standing' with the Registrar of Companies.

Yes ☒ No ☐ Comment:

- c) E.S. (formerly Q.S.) procedures/documents satisfy the auditor.

Yes ☒ No ☐ Comment:

Name of Auditor:

- d) Grants Received:

Operating Grant \$	135,489.-	Operating Expenses \$	186,955.-
Special Education Grant \$	—	# of students receiving Sp. Ed. Grants	—
French Grant \$	—	Expenses:	—

- e) Does the school receive any special purpose or conditional grants?

Yes ☒ No ☐ Comment:Literary Innov. Grant. \$1078.
→ resources readers

- f) Authority complies with Section 12(3) & (4) of the
- Independent School Act*
- .

Yes ☒ No ☐ Comment:

- g) School has written policies pertaining to:

Comments:

Student Discipline
Reporting of Child Abuse
Student Records
Appeals (Parent and Teacher)
Supervision
Anti-bullying
Field Trips
Protection of Privacy
Principal/Teacher Evaluation
Challenge/equivalency

Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☐ No ☐
Yes ☐ No ☒ M/A

5. EDUCATIONAL PROGRAM

- a) Instructional Staff

Teachers:

Assistants:

Headcount:

FTE

4
3

—
—

- i) Principal and teachers hold valid BC certification, and have proper assignments (restricted certification).

Yes ☒ No ☐ Comment:

- ii) Teacher certificate is in progress.

Yes ☐ No ☒ Comment:

BCCT:

ISTC:

- iii) Criminal record checks have been completed for, or authorized by, all staff "working with children."

Yes ☒ No ☐ Comment:

BCCT.

- iv) Staff turnover since last inspection/monitoring visit:

Yes ☐ No ☒ Comment:

b) Student Records:

i) Permanent Student Records

Permanent Record Form 1704 (complete and up-to-date)

Copies of at least two of the most recent years of student progress reports

If applicable - inclusions to support medical alerts, legal alerts, support services information

IEP's/CMP's

Registered homeschooled students

Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☐No ☒ N/AYes ☐No ☒

ii) Additional Student Record Items:

Legal name (photocopy of birth certificate)

Allergies and other health concerns

Emergency contact numbers

Doctor's name and contact information

Care Card number

Official names of parents/guardians with home and work contact information

Verification that parent/guardian is legally in Canada and resident of British Columbia

Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☒No ☐Yes ☐No ☒ N/A

iii) Student records are stored in a manner that ensures preservation in case of fire, theft, or disaster:

iv) Verification of International Students' legal presence in Canada

c) i) Educational program continues to be in compliance with the Educational Standards Order Requirements:

Yes ☒No ☐

Comment:

ii) Course Overviews:

Include content, teaching strategies, assessment, learning outcome linkage (Ministry/Authority) for:

Core Subjects:

K-3

Yes ☒No ☐

Comment:

4-9

Yes ☒No ☐

Comment:

Non-Core Subjects:

K-3

Yes ☒No ☐

Comment:

4-9

Yes ☒No ☐

Comment:

Graduation Program

required courses

Yes ☐No ☐

Comment:

electives

Yes ☐No ☐

Comment:

iii) Board/Authority Authorized Courses:

- have been registered with a 1526 form:

Yes ☐No ☐

Comment:

- have been developed according to Ministry BAA template?

Yes ☐No ☐

Comment:

d) i) Special Education programs are offered by the school:

Yes ☐No ☒

Comment:

ii) Has the school developed a special education policy?

Yes ☐No ☒

Comment:

iii) All funded special education students have an Individual Education Plan (IEP) or Case Management Plan (CMP):

Yes ☐No ☒

Comment:

iv) Special Needs budget:

Yes ☐No ☒

Comment:

e) Provincial Assessment

i) The school participated in Foundation Skills Assessment since the last inspection visit.

Yes ☐No ☐

Comment:

Grade 4 ☒Grade 7 ☒

ii) Describe the school's use of FSA results:

S22

iii) Provincial examinations.

Grade 10:

N/A

Grade 11:

Grade 12

Comment on the comparisons of school/exam mark:

Intermediate students won local
"MindGrind" competition.

iv) School's evaluation program demonstrates student progress in intellectual, social and career development.

Yes ☒No ☐

Comment:

OFFICE FOLLOW-UP INFORMATION:

Yes ☐No ☒

Due Date: _____

ITEMS:

EEC:

☒ Principal☐ Staff

Next Visit:

☒ Evaluation 2009☐ Monitoring☐ PE☐ Other

Could we add her
as "observer" to
trans in Oct 08?



Ministry of Education

Office of the Inspector
of Independent Schools

Group 1 and 2
Monitoring Inspection Report

Group Cert. 8
Expiry Date:
June 30,
2010

ORIGINAL

SCHOOL NAME Good Shepherd Christian School		GROUP Group(s) 1		SCHOOL NUMBER 5396534	
CITY Osoyoos		PRINCIPAL Mr. Wayne Miller			
SCHOOL AUTHORITY Grace Evangelical Lutheran Church					
GRADES K-7	ELEMENTARY ENROLMENT 38	SECONDARY ENROLMENT —	HOME-SCHOOLED STUDENTS —	TOTAL STUDENTS 38	INTERNATIONAL STUDENTS —
RECOMMEND CURRENT GROUP CLASSIFICATION: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Comment:					
DATE OF VISIT Oct 26/05		MINISTRY INSPECTOR/ASSISTANT INSPECTOR THEO VANDEWEG		ATTENDEES principal	
PREVIOUS VISIT Feb 19/05		SIGNATURE LMUW		CERTIFICATE EXPIRY DATE: June 30/10	
Other than random checks in the school files, the responses noted are those of the school principal.					

1. CHANGES SINCE LAST EE/MONITORING INSPECTION IN:

- a) Facilities (Municipal/Regional District compliance?)
—
- b) Programs and/or grade levels (compliance with BSO?)
—
- c) Administration structure.
20% admin for principal.
- d) Responses to EE's Statutory Requirements/Policy Issues Report or monitoring inspection follow-up requirements:
N/A

2. MUNICIPAL REQUIREMENTS

- a) Facilities meet municipal/regional codes.
Yes ☒ No ☐ Comment:
- b) Facilities receive regular inspections by local officials.
Yes ☒ No ☐ Comment:
- c) Municipal school zone signs are in good repair.
Yes ☒ No ☐ Comment:

3. STUDENT/SCHOOL SAFETY

- a) School has regular safety checks of building, grounds and playground equipment.
Yes ☒ No ☐ Comment:
- b) Facilities are adequately maintained and clean.
Yes ☒ No ☐ Comment:
- c) School uses cloth towel dispensers.
Yes ☐ No ☒ Comment:
- d) The school regularly practices safety procedures.
Earthquake Drills: Yes ☒ No ☐ Frequency: 2/yr.
Fire Drills: Yes ☒ No ☐ Frequency: 6/yr.
Comment:

4. SCHOOL PHILOSOPHY AND ADMINISTRATION

- a) The school continues to comply with Section 1 of the
- Independent School Act*
- Schedule.

Yes ☒ No ☐ Comment:

- b) Authority has maintained 'good standing' with the Registrar of Companies.

Yes ☒ No ☐ Comment:

- c) Q.S. Procedures/documents satisfy the auditor.

Yes ☒ No ☐ Comment:Name of Auditor: Kemp Harvey Kemp, Inc.

- d) Grants Received:

Operating Grant \$	\$134,905	Operating Expenses \$	\$193,761
Special Education Grant \$	—	# of students receiving Sp. Ed. Grants	—
French Grant \$	\$140.—	Expenses:	Acti-Vie purchases.

Authority complies with Section 12(3) & (4) of the *Independent School Act*.Yes ☒ No ☐ Comment:

- e) School has written policies pertaining to:

Comments:

Student Discipline	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Reporting of Child Abuse	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Appeals (Parent and Teacher)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Supervision	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Anti-bullying	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Field Trips	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Protection of Privacy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Principal/Teacher Evaluation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

no S.O.S.

— gscs@cablerocket.com

5. EDUCATIONAL PROGRAM

- a) Instructional Staff

Teachers:

Assistants:

Headcount:

FTE

4
3
—
—

- i) Principal and teachers hold valid BC certification, and have proper assignments (restricted certification).

Yes ☒ No ☐Comment: BCCT.

- ii) Teacher certificate is in progress.

Yes ☐ No ☒

Comment:

BCCT:

ISTC:

- iii) Criminal record checks have been completed for, or authorized by, all staff "working with children."

Yes ☒ No ☐

Comment:

- iv) Staff turnover since last inspection/monitoring visit:

Yes ☐ No ☒

Comment:

b) Student Records:

Comments:

i) Permanent Student Records

Permanent Record Form 1704 (complete and up-to-date)

Copies of at least two of the most recent years of student progress reports

Student Learning Plan (Grades 9-12)

If applicable - inclusions to support medical alerts, legal alerts, support services information

IBP's/CMP's

Registered home-schooled students

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

ii) Additional Student Record Items:

Legal name (photocopy of birth certificate)

Allergies and other health concerns

Emergency contact numbers

Doctor's name and contact information

Care Card number

Official names of parents/guardians with home and work contact information

Verification that parent/guardian is legally in Canada and resident of British Columbia

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

iii) Student records are stored in a manner that ensures preservation in case of fire, theft, or disaster:

Yes ☒ No ☐

iv) Verification of International Students' legal presence in Canada

Yes ☐ No ☒

c) i) Educational program continues to be in compliance with the Educational Standards Order Requirements:

Yes ☒ No ☐ Comment: *900+*

ii) Course Overviews:

Grades	Course Overview/Outlines "x" if course overviews include:					Course Overviews Incomplete or Absent
	Content	Teaching strategies/ learning activities	Assessment Methods	Linkage with Ministry of Education Learning Outcomes/ Curriculum Organizers	Linkage with Authority-approved Learning Outcomes	
CORE SUBJECTS						
Primary K-3						
Grades 4-9						
Non-Core Subjects						
Primary K-3						
Grades 4-9						
Graduation Program 10-12						
Required Courses						
BAA Courses (Credit)						
Locally Developed Courses (Non-Credit)						

iii) Board/Authority Authorized Courses

BAA Course Title	Inspection Approval Date

d) i) Special Education programs are offered by the school.

Yes ☐No ☒

Comment:

ii) All funded special education students have an IEP or Case Management Plan.

Yes ☐No ☒

Comment:

iii) Special Needs budget:

Yes ☐No ☒

Comment:

e) Provincial Assessment

i) The school participated in Foundation Skills Assessment since the last inspection visit.

Yes ☒No ☐

Comment:

Grade 4

Grade 7

☒☒*very small staff #s*

ii) Describe the school's use of FSA results:

*not informative.**- do CAT, reading assessment**- diagnostic on reading comprehension.*

iii) Provincial examinations.

Grade 10: Yes ☐No ☒

Science: _____

Math: _____

Language Arts: _____

Grade 11: Yes ☐No ☒

Social Studies: _____

Grade 12: Yes ☐No ☒

Language Arts: _____

iv) School's evaluation program demonstrates student progress in intellectual, social and career development.

Yes ☒No ☐

Comment:

OFFICE FOLLOW-UP INFORMATION:

Yes ☐No ☒

Due Date: _____

Next Visit:

- ☐ Evaluation
☐ Monitoring
☐ PE
☐ Other

EEC:

- ☐ Principal
☐ Staff

Ministry of Education

Office of the Inspector
of Independent Schools

Phone: (250) 356-0891

Evaluation Catalogue for Independent Schools

ORIGINAL

School Year 2009-2010

Ministry School No. 05396534		School Name Good Shepherd Christian School	
School Address (Location) #6 Finch Crescent			
School Address (Mailing) Box 203		Website Address:	
City/Town Osoyoos		Postal Code V0H 1V0	
Principal's Name Angela Westcott		<input type="checkbox"/> if new to school this year	
E-Mail gscs@persona.ca			
Current Group Classification and Cert. Expiry Date 1 June 30, 2010		School Phone 250-495-3549	
School Fax 250-495-3549			
School In Continuous Existence Since (Month/Year) September, 1990		School Affiliation (if applicable) FISA - AMG	
Name of School Authority Grace Evangelical Lutheran Church			

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)
S22								29
B) Secondary								
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)			
0	0	0	0	0	0			
Total of A & B Enrolment: (must be ten or more)								29

Total Registered Homeschool Learners	0
--	---

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: _____

Angela Westcott
Sept. 1/09

FOR MINISTRY USE ONLY

RECEIVED

SEP 04 2009

OFFICE OF THE INSPECTOR
OF INDEPENDENT SCHOOLS

DATE RECEIVED

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, respond by checking the box.**
- **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

- We now use the upstairs sanctuary for morning devotions.
- The classroom configurations have changed to K-2, 3-4, and 5-7.
- Our academic program continues to correlate with the Ministry IRPs and any changes in the IRPs have been followed in our programs.
- We now schedule 30 minutes of P.E. each day. Tues. and Thurs. we have an hour of P.E. either at the field, at the Sonora Community Centre, or at the arena. On Mon., Wed., and Fri. we schedule 15-30 minutes into the schedule, plus we incorporate physical activity into our songs for morning devotions and our drama.
- Our students have competed in the Environmental Mind Grind the last two years and have come in first place both years, against more than 10 other teams.
- A spring walking club has been established by one of the teachers. Grade 4-7 students are invited to participate at lunch hour 3 days a week.
- We now have PC laptops for the intermediate class (grades 5-7) and they have a new computer curriculum in which they use these PC laptops instead of the Mac lab. The Mac lab is not used by only the Kindergarten to grade 4 students, therefore scheduling is much simpler. The intermediate teacher now also uses a projector and screen in a wide variety of lessons.
- The intermediate class now has supervised access to the internet for school projects.
- We have established a 'Homework Club' after school Mon.-Thurs. This is modelled after the local high school's program. This program is designed to help those students that struggle to get their homework done or those that simply want a better place and time to do their homework, as well as those that may require extra help. This program is designed for grades 5-7; however we do

allow grade four students to participate as well. The teachers rotate through supervision of students in the program and we sometimes have parent helpers as well.

- We now participate in the 'Kiwanis Terrific Kids Award' program. Each month a student is selected by the teaching staff to be awarded the 'Terrific Kid' award. The students who receive this award have demonstrated being: **Thoughtful, Enthusiastic, Respectful, Responsible, Inclusive, Friendly, Inquisitive, and Capable.** The student receives a framed award and many other gifts from the Kiwanis. In addition their picture is published in the local paper.
- We have developed an awards program that recognizes the students for the small acts of kindness and helpfulness they do throughout the day. They receive a star with their name on it, that is put on a board for the week. At the end of the week the stars are put in a bucket for a prize.

b. Facility changes

- The 'lock-down' procedure has changed due to a new system in which we have installed a doorbell. This enables us to keep the doors locked from the outside while classes are in session. The doors are still unlocked from the inside as they are the push bars. When the doorbell rings a teacher answers the ring, ensuring that the visitor is safe.
- We have purchased a newer, larger bus. This new bus allows us to carry all our students to P.E. in one trip. This allows us to take the bus on field trips out of town instead of using parent drivers.
- A proper office has been set up for the administrator and the admin. assistant.
- The interior of the school has been painted in bright, sunny colours.
- New flooring has been installed. We now have colourful lino tiles instead of carpeting.
- New light bulbs have been put in the classrooms. This was a change encouraged by the monitoring visit.
- New carpeting has been installed upstairs.
- A new shed for equipment storage was built.
- The lines on the playground have been repainted.

c. Authority/Administrative Structure Changes

- A new administrator has been in place for the last three years.
- The school continues to operate with the same Authority as in the past.
- Administrative time has increased. The administrator now has approximately 22% administrative time. This was an improvement encouraged by the last evaluation.
- An administrative assistant has been put in place. She works approximately 6 hours a week. Her time is flexible and changes based upon the need. However, in general she comes in every Tuesday for the entire day.

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

- Last external evaluation year: (2003)

No. of Teachers: (3)

No. of Students: (45)

• Current Year: (2009)

No. of Teachers: (3) No. of Students: (29)

1.02 School Authority

- a. Describe how the authority and/or the school board (where applicable) exercises its governance duties.
- Grace Evangelical Lutheran Church is the society under which the school operates. The Board of Parish Education is accountable to the society through the Voter's Assembly. The chairman of the Board of Parish Education is responsible for reporting regularly to the Voter's Assembly and Executive Council. The Board and its committees are accountable for establishing and reviewing the educational policies, goals, and objectives of the school. The principal is responsible for reporting to the Board of Parish Education on the day to day operations (management) of the school.

- b. Official Registration Number: (S-26629)

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) (June 25, 2009)

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 enroll international students? ☐ Yes ☒ No

Section 2 – School Facilities

2.01 School Building

- a. Year that original building was constructed: (1982)
- b. Year(s) of building addition(s): (N/A)
- c. Does this school meet all current municipal/regional district codes*, regarding zoning, building, fire prevention, and health?
- ☒ Yes ☐ No If no, explain..
- d. Date of last inspection(s): (Month/Date/Year) (October 6-7, 2003)
- e. Do school files contain current documented evidence that the school facilities comply with municipal/regional district requirements* for special purposes?
- ☒ 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.]

- f. Name of Municipality:
- Osoyoos
- g. Name of Regional District:
- Regional District of Okanagan Similkameen

*Note: For aboriginal on-reserve schools, equivalent Department of Indian Affairs and Northern Development (DIAND) 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.
- See attached sketch.

2.03 Maintenance and Safety

- a. Describe procedures employed for building and grounds maintenance, and routine safety checks.
- The playground and playground equipment are maintained through periodic inspections. Our Safety Booklet includes the policy that the playground equipment will be inspected at least four times a year. The inspection will be recorded on a sheet detailing the date of the inspection, the name of the person doing the inspection, any deficiencies or safety concerns noted in the inspection, and the steps taken to rectify any such deficiencies or concerns. This inspection also includes a general checking of the entire playground area.

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.
- In setting forth our philosophy and objectives of Christian education, we examine the individual child:
 - 1) As a whole person: Our philosophy views each child as God's complex creation. As the child grows, his mental, physical, and spiritual qualities develop. It is the task of the Christian educator to guide this development by an application of God's Law and Gospel in conjunction with the teaching of the B.C. curriculum (content, skills, applications, and attitudes).

- 2) In a changing world: Our philosophy realizes that man is in search of truth in this day of changing values, and that this absolute truth is found only in God's Word, the Holy Bible. Our philosophy recognizes the urgency of placing Christ and his teaching squarely in the centre of all learning.
- 3) As a responsible child: Our philosophy views the child as having a God-given responsibility to serve God and his fellow man. The program of Christian education in our school seeks to develop the child's personality and aid him in growing toward his Christian maturity.
- The Mission of Good Shepherd Christian School is to provide families with Christian education in which God's Word is taught, excellence in academic, social, emotional, artistic, and physical development is nurtured, and salvation through Jesus Christ is proclaimed.
- A special feature of our school is that the primary purpose of Good Shepherd Christian School is to provide the opportunity for students to find identity, purpose, and power for their life in Christ by living in grace and in the knowledge of Him as their Lord and Saviour. Due to this, and the small school population, we are able to provide a Christian family atmosphere where each child is helped to develop their God-given gifts and abilities to make wise choices and exert a positive influence in society.
- Even though the children span a wide range of ages, this family feeling is encouraged in outside play time (as seen when children from primary and intermediate interact in game activities) and through whole school activities such as our yearly musical dinner/theatre production.
- We believe that the most effective influences in child's life can be realized when the church, home, and school work together. We believe that each has an immediate and direct impact on the developing child. Therefore, we strive to have frequent communication with parents about school programs and student progress. We maintain an open door policy for parents and seek to provide many opportunities for parent participation in the daily life of the school.
- We have a strong emphasis on 'the basics' and strive for excellence in all areas of education: spiritual, intellectual, physical, aesthetic, and social-emotional. Besides our 'family caring atmosphere', this commitment to a strong traditional education is a reputation mentioned by many new families to the school. Methods of instruction and nurture are adjusted for individual differences and the various stages of growth and development.
- We endeavour to shape all our policies and procedures so that the children may know themselves as a child of God – examining themselves in the light of His Law and resting in the sweet promise of His Gospel, the forgiveness of sins through Jesus Christ our Lord.

3.03 Future School Plans

- b. Describe future school plans. Include any planned construction, program or grade level additions.
 - We are currently working with the Town of Osoyoos to purchase a piece of property for our school use. They have agreed to sell to us and a price has been agreed upon. Paperwork is pending. In addition to the new facility plans would also include the placement of addition staff as enrolment increases and we are able

to divide into smaller grade groupings. The continued purchase of up-to-date computers and software and the use of our own fields for physical education.

Section 4 – School Administration

4.01 Administrative Structure

- c. Provide a brief description of the administrative structure within the school and key administration responsibilities.
- The school has one administrator – the principal. The principal is responsible for the administration and supervision of the educational programme, personnel – all teaching and non-teaching staff, the physical plant, and the finances of the school. She is responsible to ensure that the program not only meets the requirements of the Ministry but that it is consistent with the doctrines and practices of the School Authority (Grace Evangelical Lutheran Church). Detailed responsibilities are listed in the school policy manual.
 - The school now has a part-time administrative assistant. She works approximately 6 hours per week and is responsible for assisting the administrator in the paperwork end of the administrator's duties.

4.02 Principal

- a. Years the current principal has been:
- a teacher: (13)
 - an administrator: (3)
 - an administrator in this school: (3)
 - Percentage of time the principal has for administrative duties: (22%)
- b. Is the percentage of time sufficient to fulfill administrative duties?
- ☒ Yes ☐ No
- If No, describe:
-
- c. Type of certificate held by principal (include issue or expiry date):
- BC College of Teachers Professional Certification

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) ☒ Yes ☐ No
 - Copies of a minimum of the two most recent years of student progress reports
☒ Yes ☐ No

- If applicable – inclusions to support medical alerts, legal alerts support services information, Individual Education Plans (IEPs), registered homeschooled children.
☒ 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) ☒ Yes ☐ No
- Allergies and other health concerns ☒ Yes ☐ No
- Emergency contact numbers ☒ Yes ☐ No
- Doctor's name and contact information ☒ Yes ☐ No
- CareCard number ☒ Yes ☐ No
- Official names of parents/guardians with home and work contact information
☒ Yes ☐ No
- Verification that parent/guardian is legally in Canada and resident of British Columbia
☒ 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?

- At the beginning of each school year parents are asked to update any changes to their registration information. As parents move or other circumstances arise (such as legal action within a family), they are asked to provide the required information. As new students come in, this information is gathered and kept in the student. Optional items as mentioned above are updated as they arise in the school 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.
☒ Yes ☐ No

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

- We now have a firesafe to store the Permanent Student Record files and other sensitive documents. This firesafe is locked at all times and the key is stored away in another room. This safe was purchased due to a recommendation of an evaluation in the past.

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?

☒ Yes ☐ No

4.05 Registered Homeschooled Children *N/A*

- 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).

•

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: \$192, 346.00
(not including special education or other targeted grants)

Total operating costs: \$237, 378.61
(not including pre-school or adult education)

Special Education grants: \$0

Number of students receiving special education grants: (0)

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:

•

- b. Did the school receive *Innovation Literacy Grants* based on Grade 4 and 7 FSA results?

☐ Yes Amount of grant: \$ ☒ No

Describe how the funds were used:

•

4.08 Utilization of Federal Government Grants

- a. Does the school receive a *French Language Grant*?

☐ Yes Amount of grant: \$ ☒ No

- b. How is the grant used?

•

4.09 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

4.10 Communication

- a. List methods of communicating information:

- To staff (indicate the frequency of staff meetings):

A mail slot is located in the office for each staff member and the principal and administrative assistant put all relevant materials there. As well, any written information that all staff needs to be aware of is posted on the staff bulletin board in the office. As a staff we have morning devotions daily with two of the staff members, alternating with devotional duties. Once a week all three staff are able to meet as the Pastor leads the morning devotion with the students. Also, being such a small school the teachers converse informally and discuss concerns and/or make plans together at lunch hour and after school.

- To parents/guardians:

Parents are kept informed with monthly school newsletters and calendars, as well as with additional letters frequently throughout the months on an as needed basis. There is also a School Handbook. Parent Support Group (PSG) meetings are scheduled approximately every one to two months. Informal verbal contact is made by parents and teachers. We have an open-door policy for parents to visit the school. Any assessment or test results are shared with parents. In grades 1-2 weekly reading sheets are sent home to keep parents informed about and involved in their child(ren)'s reading progress. Parents inform the school by phone or note regarding absences or concerns. A mid-term evaluation is sent home for all students in first term. Parent-Teacher interviews are scheduled for all parents after report cards in first and second terms.

- b. Has the school produced a handbook for:

• Parents	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
• Staff	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
• Students	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Comments:

The procedures and details of the school operations for students are easily shared with them and are included in the Parent Handbook. Also, many of the students have been at the school for a number of years and are familiar with everything. Staff is given a policy manual which details policies, procedures, and expectations. The administrator is currently researching the Staff Handbooks of other Lutheran Schools for the purpose of creating our own.

c. Ministry Communication:

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

- Independent Schools e-Board:

Ministry newsletters and memorandums are received electronically. This information is printed out and pertinent information is shared with the staff either verbally or on the staff bulletin board. A copy of this information is kept on file.

- Direct email communication from the Office of the Inspector of Independent Schools:

This information is printed out and pertinent information is shared with the staff either verbally or on the staff bulletin board. A copy of this information is kept on file.

4.11 Appeals

a. Describe the school's policy for dealing with appeals by parents regarding school decisions.

- Our policy on appeals has been fairly brief in the past, as we have not had any issues with this. However, in order to show due diligence by being proactive any following the guidelines of "Procedural Fairness", a new policy was adopted in October 2003. The policy is: 1) communicate directly with the person administering the discipline; 2) communicate with the principal; 3) communicate with the Board of Parish Education; and 4) communicate with the Executive Council of the Church, which will render a final decision. This policy can be viewed further in our Policy Manual.

b. 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

- This policy reflects the principles of the above mentioned paper in that a clear line of appeals is available, each moving to higher levels of authority. The final appeal to the Executive Council is to a body that does not have immediate governance and/or management over the day-to-day operation of the school. This procedure is also communicated to the parents through the parent handbook, which is given out at the beginning of each school year and to new parents at the time of registration.

4.12 Student Discipline

- a. Does the school have written discipline policies and procedures?

☒ Yes ☐ No

4.13 Student Supervision

- a. Describe the practices relating to the supervision of students:

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

- Supervision of students in and around the school building is a shared responsibility of the teachers, administrative assistant, and educational assistant. A supervision schedule will be provided to the evaluation team. A supervisor is provided at the beginning of each day; from 8:00 a.m. to 8:30 a.m., for outdoor play time. Again, a supervisor is outside during recess and lunch; while another teacher is present inside at all times. After school a supervisor is present while parents are picking up student (2:30 p.m. to 2:45 p.m.)

While away from the school on field trips.

- The number of supervisors is dependent on the number of students on the trip and the type of trip being taken. Often parents volunteer to help with supervision on trips. No matter what the activity supervision is provided and adjusted to ensure safety.

4.14 Abuse Protocols

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

☒ Yes ☐ No

- b. 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"*?

- If a student tells a staff person about being abused (called a disclosure) the staff person will listen carefully and report the disclosure to a child protection social worker. If the child is in immediate danger, the police will be contacted. If someone other than the principal receives the disclosure then they will inform the principal that a report has been made to the child protection social worker and/or police.

4.15 Anti-bullying and Harassment Policy

- a. Does the school have an anti-bullying and harassment policy?

☐ Yes ☒ No, but a 'Code of Conduct'

- b. Describe how the school implements the policy?

- We do not have a policy in our 'Policy Manual' about anti-bullying and harassment; however, we have a discipline policy and in our 'Parent Handbook' we also include

a Code of Conduct. The purpose of the Code of Conduct is to establish and maintain a safe, caring, and orderly environment for purposeful learning. In this Code of Conduct we state acceptable conduct which comes from the overriding expectation that: We respect God. Furthermore, it holds the expectations that: We respect our teachers, We respect ourselves, We respect our schoolmates, and We respect our facilities. The Code of Conduct goes on to outline unacceptable behaviours of which bullying and harassment are listed as unacceptable and serious in nature. The consequences of unacceptable conduct are laid out as are the steps of notification. This Code of Conduct will be written in as a policy in our Policy Manual.

4.16 Emergency Policies / Procedures

- a. Describe how the school deals with accidents and medical alert situations.
- We have an accident/incident report form that is filled out by the supervisor that witnessed the accident/incident. The form includes the student's name, the date, the time, the place of occurrence, the relevant details, the actions taken, the results of the actions taken, and the person(s) taking action. As well, it is noted how the parents were informed of the accident/incident.
 - Minor injuries or sickness are attended to by the staff. For any major accidents or illnesses the teacher phones until someone is reached:
 - 1) the family residence or place of work
 - 2) the emergency number given on the registration form
 - 3) the family doctor, Osoyoos Medical Centre and/or Desert Doctor's Clinic
 - 4) the emergency unit of the South Okanagan General Hospital

Is there a written policy?

☒ Yes ☐ No

- b. Describe the school's transportation/field trip safety procedures (walking trips, day trips and overnight trips).
- There is policy on transportation and fieldtrips in the Parent Handbook and School Policy Manual. A first aid kit is brought along on all fieldtrips, as well as a booklet containing student personal health numbers, emergency contact numbers, and any health concerns. We have also instituted a volunteer driver declaration form for parent/volunteer helpers with transportation to help ensure that we are transporting children safely. On walking trips sufficient numbers of supervisors are provided and the students must always walk between the lead and back supervisors.

Is there a written policy?

☐ Yes ☒ No

- c. What is the school's policy regarding first aid/emergency training for staff members?
- First Aid training is provided every three years by a qualified instructor. At the beginning of each year the staff reviews the basics of first aid.
- d. How does the school ensure student safety when using rented facilities (e.g., swimming pools, recreation centres, etc.) to fulfill educational program requirements?
- The school checks with the facility to ensure that necessary safety procedures are in place and the school staff follows the procedures mentioned above in 4.16(b).

e. Emergency Drills

Number of fire drills per year: (6)

Number of earthquake drills per year: (2)

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

☒ Yes ☐ No

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

- 08/20/09

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.

- A fire extinguisher and first aid kit are on the bus. The students must remain seated at all times. The bus driver follows safety protocols when dropping off students. The bus driver does the required pre-trip inspection prior to each use.

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 which is reported out on student report cards must hold valid British Columbia teaching credentials issued by the BC College of Teachers 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. Does the school presently employ any person who has not yet been issued a certificate by the British Columbia College of Teachers or the Office of the Inspector of Independent Schools? ☐ Yes ☒ No

If yes, list the names of these persons, note the date of application to the BC College of Teachers (BCCT) or Office of the Inspector of Independent Schools (OIIS) in the chart below and indicate whether a 3 month Letter of Permission is on file.

Teacher's Name	Applied to BCCT or OIIS	Date of Application	3 month LOP Y/N

- b. Number of teachers (including principal) holding a valid *British Columbia College of Teachers Certification* (3)
- c. Number of teachers (including principal) holding a valid professional *British Columbia Independent School Teacher Certification* (0)
- d. Number of teachers (including principal) holding a valid *subject-restricted British Columbia Independent School Teacher Certification* (0)
- e. Number of teachers (including principal) holding a valid *school and subject-restricted British Columbia Independent School Teacher Certification* (0)

- f. Number of teachers for whom the Authority has received a current *Letter of Permission* (0)
- g. **In Appendix 1** (Independent School's Staff Assignments), list the principal and each teacher, indicating certificate type, restriction and teaching assignment. Also list each teaching assistant, indicating work assignment.
- h. Number of teachers new to the school in this school year: (0)
- i. Number of teachers new to the school in the last two years: (0)
- j. Do the school's teacher files include copies of valid BC teaching certificates?

☒ Yes ☐ No

If no, explain.

- k. For teachers holding British Columbia College of Teachers (BCCT) certificates, do the teachers' files include verification of current BCCT membership? (A printed copy of the Register Search in the BCCT website is acceptable).

☒ Yes ☐ No

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.
- Administrative Assistant: Jennifer Shiels; Custodian: David Hillson; Educational Assistant: S22 Teacher on Call: Ruth Knippelberg; Pastor: S22
S22 Finances: Darlene Hillson
- 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):
- New staff are shown the facilities, the location of materials, given a copy of the school Policy Manual and Luther's Small Catechism, meet with staff and have the usual school routines explained. A time of going over time-tabling and teaching assignment is also done prior to the school year commencing. A minimum of two days are scheduled in August to go over the upcoming calendar, time-tables, professional development dates and topics, and school goals for the year.
- b. Number of professional days per year: (5)

5.04 Teacher and Principal Evaluation

- a. Does the school have a written teacher and principal evaluation policy?
- ☒ Yes ☐ No
- b. Describe practice and frequency of teacher and principal evaluation.
- The Board of Parish Education maintains its responsibility for evaluation of the teachers through the principal, who provides the Board a summary report following each evaluation.
 - New staff to the school will be evaluated in their first year of employment. The evaluation of new staff may be split over a two year period. Thereafter, each member of the teaching staff will be evaluated at least once every 4 years. The evaluation will consist of the following:
 - 1) at least 3 formal discussions between the teacher and the principal
 - 2) at least 4 formal classroom visits of at least 45 minutes in duration each
 - 3) informal visitations to the classroom and discussions with the teacher
 - The written evaluation will include an overall summary statement of the teacher's skills and performance. Recommendation for further professional development may also be noted. The areas of evaluation in the written report can be found in our policy of evaluations.
 - The teacher will have the opportunity to discuss the evaluation with the principal. Any concerns of the teacher not addressed satisfactorily by the principal will be brought to the Parish Board, and then to the Executive Council.
 - The Board of Parish Education is to review the principal's performance annually, no later than the end of April of each school year. The purpose of this review is to help ensure that the mission and purpose of the school are being fulfilled.
 - The annual review will be conducted with the Pastor and the Board of Elders through a formal discussion time and meeting. The content of this meeting can be seen in our policy on principal evaluations.
 - A written summary of this discussion will be given to the principal and a record kept in the church and school files.
 - A formal evaluation of the principal is to be done every 4 years by the Board of Parish Education. The Executive Assistant of Parish and School Services of the ABC District of Lutheran Church-Canada will assist the Board of Parish Education in the evaluation of the principal. See our Policy Manual for further details.

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
Kindergarten	450 hours	(467) hours
Grades 1-12	850 hours	(890) hours

- b. Hours/days per week: (5h x 5 days= 25 hours/week)
- c. Days in session, per year: (178)
- d. List holidays taken throughout the year, other than statutory holidays:
- none

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.)
- This varies from year to year depending upon the size of each grade. The last several years we have had the following groupings: K-2, 3-4, and 5-7.

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

Describe the following:

- a. Delivery of Core Subjects:

- Math
Math for grades 1-2 is taught in the primary classroom in the a.m. There is a maximum of 20 students. The teacher uses MathQuest workbooks and supplements this math program with a variety of other booklets in order to fully meet the Ministry's IRPs. The students also use a variety of math programs on the computer to help develop basic math concepts at their grade level. The students are presented with a variety of learning activities, including a wide variety of hands-on and manipulative lessons. Kindergarten students have a variety of activities; including the computer math programs, centre activities, and math booklets that all help to meet the Ministry IRPs. The grade three students have math in the middle classroom along with the grade four students. There is a maximum of 15 students in this classroom. The teacher uses MathQuest 3 and a wide variety of supplemental resources to meet the IRPs. The students are also provided with time in small-group lessons with the teacher while the grade four students use the computer lab.

- Science
The K-2 students have science in the afternoon in the primary classroom (max. 20 students). Many lessons are presented in a manner that allows the students of the varying grades (K-2) to demonstrate their learning in an age appropriate manner. As well, the activities are often of a nature conducive to the students working with partners or in small groups; allowing even the kindergarten students to participate actively. The teacher presents units of study from each of the grade levels and has yearly plans that cover the curriculum for each grade level on a three year cycle. The grade three students have science in the afternoon in the grade 3-4 classroom. The teacher has a two year cycle to cover the science curriculum of the two grades.
- Social Studies
The same program delivery exists for social studies as it does for science.
- Language Arts
The grade 1-2 students cover the majority of their language arts curriculum in the morning before the kindergarten students arrive. The teacher uses the Metra program to deliver her reading and writing curriculum. The metra program consists of lessons that build upon themselves and includes: sight word recognition, phonetic word decoding, spelling, writing mechanics, companion reading, and much more. The teacher supplements the Metra program with a wide variety of activities such as journal writing, choral reading, speaking, listening, printing, etc. The students also use the computers for a variety of reading programs. The Kindergarten students also use the computers for reading programs. In the afternoon the Kindergarten students are presented with a variety of activities (centres, computers, printing, journaling, letter recognition, etc) that help them to meet the Ministry IRPs. The grade three students have a grade three spelling program, a variety of novel studies, writing activities, grammar activities, editing practice, speaking (ie. Poetry reading) activities, listening activities, etc. that are all chosen to meet the Ministry IRPs.

b. Delivery of Non-core Subjects:

- Fine Arts
The K-3 students participate in art, music, and drama. The Kindergarten to grade 2 students are taught general music by the primary teacher. The grade three students are taught recorder along with the grade 4 students. Art is delivered in classroom or whole school activities. When whole school activities are delivered the younger students are often paired up with an intermediate student. This year the school will be organizing their art curriculum through the artwork of a variety of famous artists. Drama techniques and activities are taught throughout the year by the primary teacher. The students also have the opportunity to participate in an annual 'Dinner Theatre' production that is presented over two nights. Each student is given a speaking role and participates in all the songs.
- Health and Career Education K-7
The teachers (K-2 and Grade 3-4) choose from the topics in the Ministry Curriculum and deliver a variety of activities and lessons on these topics. For example, we have had an annual 'Walk to School Day' for Earth Day which is incorporated into a unit on healthy living. The topics cover: goals and decisions,

career development, healthy living, healthy relationships, safety and injury prevention, and substance misuse prevention. An example of substance misuse prevention is when we had the local pharmacist come in and do a unit on 'What is a Drug?' with the K-4 students.

- Physical Education

The students have an hour of P.E. on Tuesdays and Thursdays. These P.E. periods are at the field across town in the fall and spring. In the colder months the students participate in the Premier Sports program for skating at the arena. Also, the students do P.E. at the Sonora Community Centre at times. Additionally, the students participate in swimming lessons in the spring and skiing lessons in the winter. On Mondays, Wednesdays, and Fridays the classroom teachers take their students outside for shorter P.E. blocks. Also, on those three days, the students participate in a variety of stretching, yoga, gymnastic activities in the school building. Our morning devotions also provide the students with opportunities to be active through our songs of praise that include vigorous actions. On the Tuesday and Thursday P.E. blocks all the students (K-7) go to P.E. together, however, they are broken into two groups (K-3 and 4-7) with a teacher for each group.

c. Student Assessment and Reporting:

- K-3 students are assessed through collections of their work, observations of activities, quizzes, and a variety of pen and paper activities. Three structured report cards are written each year. As well, a minimum of 2 informal reports are given throughout the year (checklists, letters, phone calls, etc) . Two formal parent-teacher interviews are held each year. Additionally, in grades 1 and 2 weekly share sheets are sent home to provide feedback to parents as to how well their child is doing in reading.

d. Learning Assistance:

- Teachers give individual help to students in the classroom and often help those needing assistance outside of class time (before school, recess, lunch, and after school). We also have a retired Good Shepherd Christian School teacher who will work with individuals or small groups as needed. For the first time, we are hiring an educational assistant to work with students who require extra assistance. She will have scheduled time with individuals or small groups and she will be working intensively with a couple of students in the primary grades that are on IEPs.

e. Additional courses offered:

- Bible Study: Bible Study is delivered through morning devotions, Bible readings, class discussions, drama activities, and a variety of written activities.

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

- See Physical Education above.

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) – (7)

a. Delivery of Core Subjects:

- **Math**
Grade 4 students are in class with grade 3 students. (Max. Of 15 students).
At times the grade 4 students get math instruction while the grade 3 students are at computers.
Grade 4/5/6: MathQuest 4/5/6 textbooks are used to meet the Ministry IRPs. Additionally, a variety of other resources are used to supplement the program to enhance student understanding. The students complete daily assignments, chapter reviews, chapter tests, term reviews, mad minutes, etc. When appropriate manipulatives are used to aid student understanding.
Grade 7: Math Power 7 textbook is used. Delivery and assessment are the same as above for grades 4/5/6. Also, the grade 7 students often work in a small group with extra assistance.
- **Science**
BC Science Probe is used for grades 4, 5, 6, and 7 science as it is an excellent resource that has been developed specifically to meet the Ministry IRPs. Hands on science activities, videos, guest speakers, etc. are used to enhance the lessons. A variety of other resources are used for some units of study as well.
Grade 3-4 is taught together and the teacher uses a two year cycle to cover the curriculum for the two grade levels.
Grade 5-7 is taught together and the teacher uses a three year cycle to cover the curriculum for the three grade levels.
- **Social Studies**
Grade 3-4 is taught together and the teacher uses a two year cycle to cover the curriculum for the two grade levels.
The Ministry IRPs are met through a variety of resources in grades 4-7. Resources from Outlooks are being used because they meet the IRPs very well. We use Outlooks 5: Connections Canada.... Outlooks 7: Ancient Worlds. Students take part in reading, discussing, analyzing, organizing, presenting, etc. information. Lessons are often done in small groups or partners.
Grade 5-7 is taught together and the teacher uses a three year cycle to cover the curriculum for the three grade levels.
- **Language Arts**
Grade 3-4 students are taught together.
Grade 5-7 students are taught together.

The students are given reading and writing assignments according to their grade level (and sometimes by their ability-when they are on an adapted program). Although the classrooms are multi-age, criteria for assignments are age appropriate.

Each grade (4-7) has a spelling program for their grade. The students participate in a variety of lessons and activities that include reading, writing, speaking and listening. Novel studies, poetry, variety of writing forms, variety of reading genres, grammar, writing mechanics, editing, responding, etc. are all covered through a wide range of topics. The grade 5-7s often use their laptops to present their work, research, or explore. The teacher uses the projector within lessons.

- Second Language (where applicable)
Grade 4 students are taught French, although it is not required to be reported on. They learn the basics of numbers, conversations, colors, basic sentence structure, and a wide vocabulary based upon themes (school, the body, food, etc.) The theme is often chosen to relate to a theme being covered in another area.
Grade 5-7 students are taught French using a variety of resources: mainly units by 'Activie'.

b. Delivery of Non-core Subjects:

- Fine Arts
The 4-7 students participate in art, music, and drama. The grade 5 to 7 students are taught band by the band teacher. The grade four students are taught recorder along with the grade 3 students. Art is delivered in classroom or whole school activities. When whole school activities are delivered the younger students are often paired up with an intermediate student. This year the school will be organizing their art curriculum through the artwork of a variety of famous artists. Drama techniques and activities are taught throughout the year by the classroom teacher. The students also have the opportunity to participate in an annual 'Dinner Theatre' production that is presented over two nights. Each student is given a speaking role and participates in all the songs.
- Health and Career Education K-7
The teachers (Grade 3-4 and Grade 5-7) choose from the topics in the Ministry Curriculum and deliver a variety of activities and lessons on these topics. For example, we have had an annual 'Walk to School Day' for Earth Day which is incorporated into a unit on healthy living. The topics cover: goals and decisions, career development, healthy living, healthy relationships, safety and injury prevention, and substance misuse prevention. An example of substance misuse prevention is when we had the local pharmacist come in and do a unit on 'What is a Drug?' with the K-4 students. For the last two years our intermediate students have participated in the 'Environmental Mind Grind' and have come in first against approximately 14 teams both years.
- Physical Education
The students have an hour of P.E. on Tuesdays and Thursdays. These P.E. periods are at the field across town in the fall and spring. In the colder months the students participate in the Premier Sports program for skating at the arena. Also, the students do P.E. at the Sonora Community Centre at times. Additionally, the

students participate in swimming lessons in the spring and skiing lessons in the winter. On Mondays, Wednesdays, and Fridays the classroom teachers take their students outside for shorter P.E. blocks. Also, on those three days, the students participate in a variety of stretching, yoga, gymnastic activities in the school building. Our morning devotions also provide the students with opportunities to be active through our songs of praise that include vigorous actions. On the Tuesday and Thursday P.E. blocks all the students (K-7) go to P.E. together, however, they are broken into two groups (K-3 and 4-7) with a teacher for each group. Additionally, in the spring the grades 4-7 students are invited to participate in the 'Walking Club' which operates two days a week at lunch hours.

c. Student Assessment and Reporting:

- Grade 4-7 students are assessed through tests, projects, classroom assignments, and teacher observations. Three structured report cards are written each year. As well, a minimum of 2 informal reports are given throughout the year (checklists, letters, phone calls, etc.) Two formal parent-teacher interviews are held each year. Additionally, grades 4 and 7 students take the FSA Testing and the results are reported to the parents.

d. Learning Assistance:

Teachers give individual help to students in the classroom and often help those needing assistance outside of class time (before school, recess, lunch, and after school). We also have a retired Good Shepherd Christian School teacher who will work with individuals or small groups as needed. For the first time, we are hiring an educational assistant to work with students who require extra assistance. She will have scheduled time with individuals or small groups and she will be working intensively with a couple of students in the primary grades that are on IEPs. The intermediate students also have access to a 45 minute block of assistance time after school Mon. – Thurs. in 'Homework Club.'

e. Additional courses offered:

- Bible Study: Bible study is delivered through morning devotions, Bible readings, class discussions, drama activities, and a variety of written activities.

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

- See P.E. above.

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	0%	0%	71%	29%	100%	25%	50%	25%	100%
Writing	0%	29%	29%	43%	100%	50%	50%	0%	100%
Numeracy	0%	43%	43%	14%	100%	25%	75%	0%	100%

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	29%	29%	14%	29%	100%	33%	0%	67%	100%
Writing	14%	43%	0%	43%	100%	0%	67%	33%	100%
Numeracy	0%	43%	29%	29%	100%	0%	67%	33%	100%

- b. How does the school use FSA results to enhance student learning?
(see also Section 4.07 b)
- We take note of any areas that show a low area of student achievement and address it not only in that grade level, but in the grade levels previous to that one in order to fill in any areas of weakness. We do this by adjusting the curriculum to cover more heavily those skills. We are continually looking at adding new programs that enhance these strands. For example, we are currently looking at implementing a program called "Reading Power."
- c. What trends in student achievement from grades 4 to 7 has the school identified in the FSA results?
- It is difficult to identify trends on these two years, especially since in the most recent year there were ^{S22}grade 4 students and in the prior year there were only ^{S22} grade 4 students (similarly for grade 7 students). However, these results do show that our students are doing quite well with numeracy. Across the board the grade 4 students have gone up in the exceeding category.
- d. Describe how the school has made use of the Performance Standards:
http://www.bced.gov.bc.ca/perf_stands/

We use the Performance Standards in a variety of subject areas. We use many of the 'Quick Scales' to get a snapshot assessment of various specific skills throughout the year. These 'Quick Scales' help us to monitor, evaluate, and report on student skills. As well, we often use them to determine where the students' strengths and weaknesses are in order to further plan instruction. All our teachers use them in reading and writing, and also in social studies (*Outlook 6: Global Citizens* has great 'Quick Scales').

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 Graduate Program (linear, semester, trimester, etc.)?
- N/A
- c. How is the school offering Planning 10?
- N/A
- d. Describe how the school is assisting students to complete the Graduation Transitions.
- N/A
- e. Describe how the school is enabling students to meet the requirements for 150 minutes per week of Daily Physical Activity.
- N/A
- 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
☐ Yes ☐ No
 - Course overviews have also been developed for each.
☐ Yes ☐ No
 - List Board/Authority Authorized Courses that are being offered, the ministry course code assigned to each (following the school's request on a i1526 form), 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)

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

- N/A

g. Does the school have a policy regarding optional grade 12 exams?

☐ Yes ☐ No

6.07 Graduation Credits

a. Describe the school's policy regarding the following options for obtaining credits.

- Equivalency:
- Challenge:
- Independent directed studies (IDS):
- External credentials:

6.08 Student Progress Reporting for Grades 10-12

a. Describe the method and frequency of student reporting to parents/guardians.

-

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						
Grade 11						
Grade 12						

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

- d. What practices does the school have relating to "optional exams"?

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 2009 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	S22		fall	In progress

- b. Has the school developed a **Special Education Policy** to describe the delivery of special education services? ☐ Yes ☒ No
- c. Has the school developed a separate **Special Education Budget** to reflect anticipated expenditures based on the needs identified in the IEPs? ☒ Yes ☐ No
- d. Does the school provide **learning assistance support** for special education students who are not funded? ☒ Yes ☐ No

Describe: Due to our small class sizes the classroom teachers are able to give the extra assistance to those students that require it. The teachers also take the extra time during breaks (before school, recess, lunch, after school). We also provide structured time for 45 minutes after school for students in grades 4-7.

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

Describe:

6.11 Diagnostic and Referral Services

- a. Indicate assessment instruments, resources, and procedures used to diagnose learning problems.
- Parents are referred by family physician to paediatricians for testing; this can also be instigated by the teachers. Students are screened for hearing and vision in primary grades. An independent speech and language pathologist has been contracted to assess, plan for, and help parents and teachers implement necessary programs. Often students have come to us pre-assessed through the public

education system. We also have access to a qualified special education teacher who helps with assessment.

6.12 English as a Second Language (ESL)

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

6.13 Library Resources and Access

- a. Describe library resources/facilities and student access to services.
 - Each classroom has a library of age-appropriate reading materials. A portion of the primary class library is set up by theme and the teacher changes it frequently. The remainder of the primary library is books organized by reading levels. The grades 3-4 and 5-7 classrooms have novels at their level as well as a variety of science topics. Students are not restricted to access to just their classroom libraries. Additionally, a general library is accessible to all students. New books are added monthly, as we participate with Scholastic books and are able to add a minimum of \$1000.00 annually to our libraries.

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 K-4 students are scheduled into our Mac computer lab containing nine computers. These computers are located behind a screen off of the primary classroom area. The K-2 students use a variety of math, reading, science, geography, and general learning programs, as well as Mac's Appleworks programs. In addition to the above programs the grade 3-4 students also use the 'All the Right Type' program. These programs are used to enhance the students reading and math skills, increase general computer usage knowledge, learn word processing skills, and integrate with a variety of school subjects.

6.15 Curriculum Implementation and Review

- a. How does the curriculum review and implementation occur?
 - As new curriculum comes from the Ministry, we check to see if our existing programs adequately cover what is required. If not, we look to implement suitable programs or simply expand what we have. Sometimes we check with our local public schools to see what materials they are using. Our staff meets together to see what will be required to implement any changes. Timetable alterations are sometimes necessary to accomplish this. This is notable with the recent changes that needed to be made for the 30 minute Daily Physical Activity.

6.16 Student Counselling and Guidance Services

- a. Is personal, academic and vocational counselling provided? If so, describe.
 - The teachers provide some counselling to students and families when personal and/or academic concerns arise. The Pastor is also available for special problems

or needs. Any circumstances beyond our expertise would be referred to appropriate professionals.

6.17 Additional Activities

- a. Describe any additional student/school activities not listed in previous sections.
 - Swimming, skiing, Good Samaritans' Shoe Boxes, Foodbank, Okanagan Lutheran Schools, Sports Day, Terry Fox Run, Dinner Theatre, Family Gatherings, Singing at Community Homes (Mariposa, Sunnybank, McKinney Place, Country Squire), Environmental Mind Grind, Kiwanis Terrific Kids, Royal Canadian Legion Remembrance Day writing competition, spring walking club.

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
		BCCT ¹	IS ²	LOP ³	Restriction(s)			
								For secondary teachers, use Ministry abbreviations (e.g. EN10)
S22	F	P						Kindergarten – Grade 2
S22	F						✓	Teacher Assistant
Pearson, Patricia	P70%	P						Grade 5-7
Westcott, Angela	P90%	P						Grade 3-4

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

BCCT¹ BC College of Teachers Certificate: Mark "P" if Professional; "S" if Standard; "B" if Basic; Place an "I" before the abbreviation if the certificate is interim , e.g. "IP, IS or IB"

IS² Independent Schools Certificate: Mark "T" if Temporary; "P" if Professional; "SR" if Subject Restricted; "SSR" if School and Subject Restricted

LOP³ Letter of Permission

CRC⁴ Criminal Record Checks: Indicate for non teaching staff

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	
→ Computers	X	X	X	X	
PHYSICAL EDUCATION					
→	X	X	X	X	
FINE ARTS					
→ Drama/Music	X	X	X	X	
→ Art	X	X	X	X	
HEALTH AND CAREER EDUCATION					
→	X	X	X	X	
OTHER:					
→ Bible Study	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:				
Subjects: List any additional subjects taught, either under the appropriate category or under "OTHER"	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
LANGUAGE AND CITIZENSHIP	35%						
✦ Language Arts	20%		X	X	X	X	
✦ Social Studies	11%		X	X	X	X	
✦ Second Language (Gr. 5-8)	4%		X	X	X	X	
SCIENCE, MATH, AND TECHNOLOGY	30%						
✦ Mathematics	15%		X	X	X	X	
✦ Science	10%		X	X	X	X	
✦ Computers/Tech.	5%		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%						
✦							
APPLIED SKILLS (Gr 8-9)	5%						
✦							
OTHER:	10%						
✦ Bible Study	10%		X	X	X	X	
✦ Career and Health	5%		X	X	X	X	

2004 Graduation Program (Grades 10-12) Appendix 4

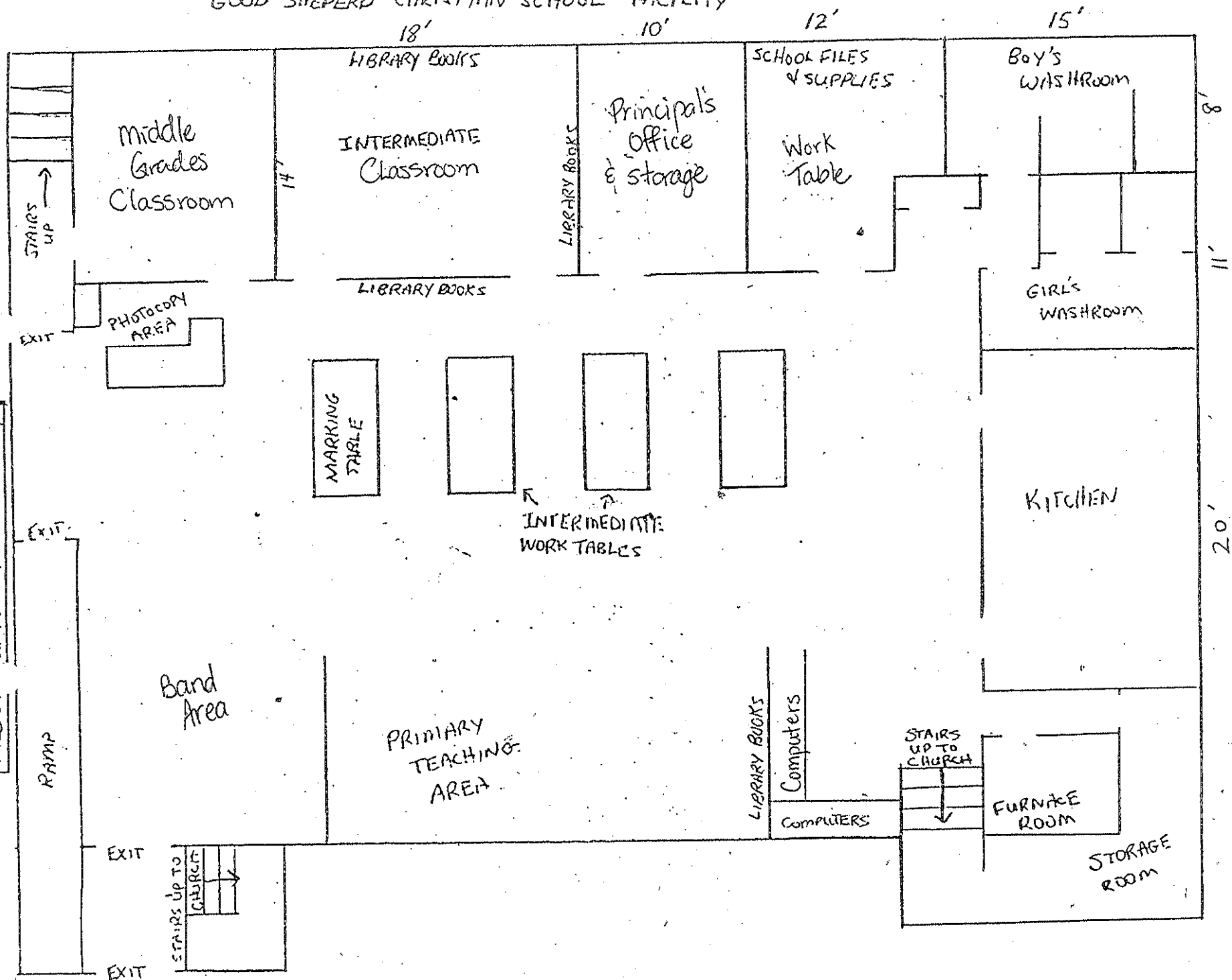
Courses offered to meet graduation requirements			Course Overview/Outlines "X" if Course Overviews include:				
	Credits	Hours of Instruction	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers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

2004 Graduation Program (Grades 10-12) Appendix 4

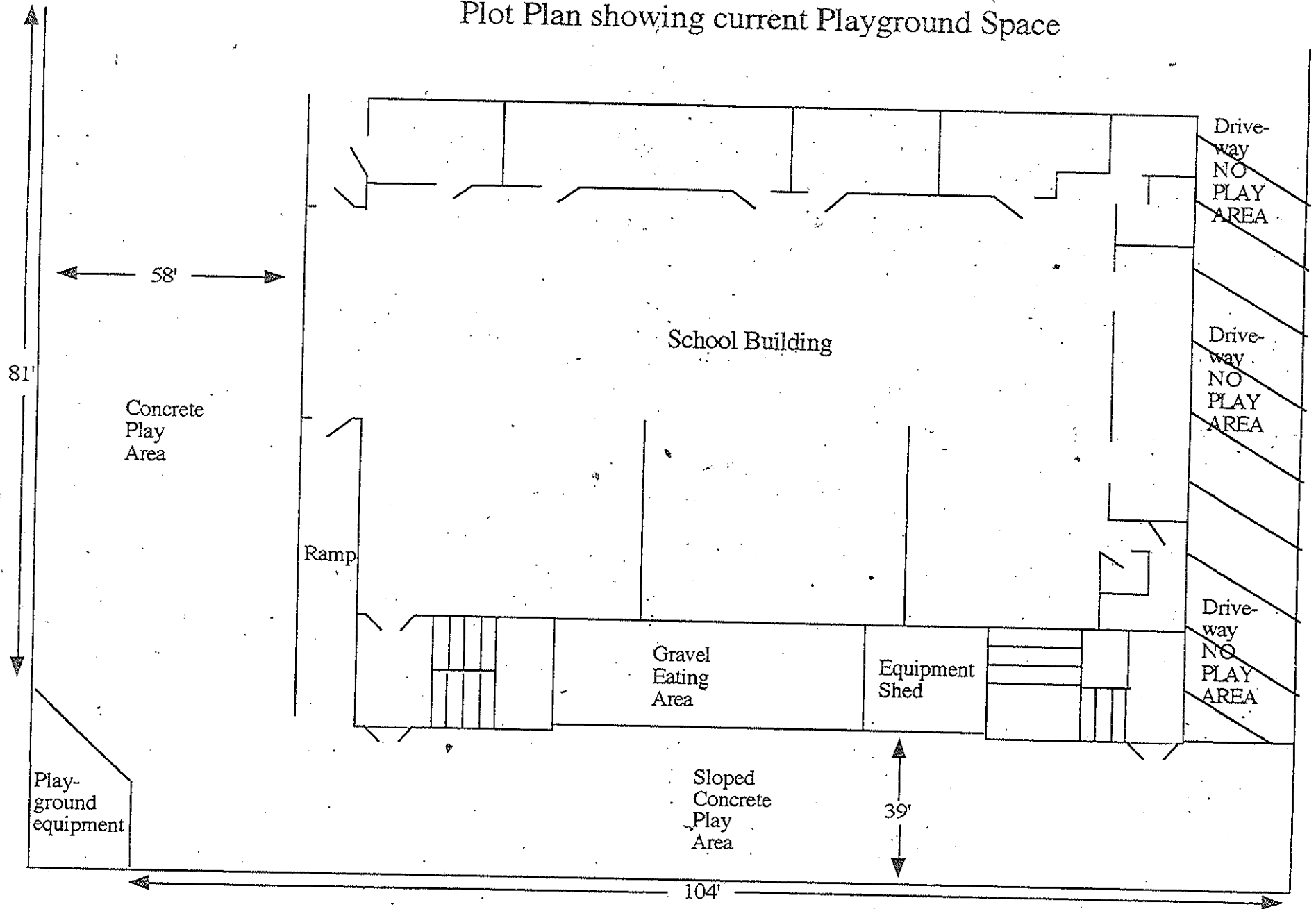
Fine Arts and/ or Applied Skills 10, 11 or 12 :	4						
▼							
Graduation Transitions:	4						
▼							
ELECTIVE COURSES (28 CREDITS)							
Ministry Authorized Courses							
▼							
▼							
▼							
BOARD/AUTHORITY AUTHORIZED COURSES:							
▼							
▼							
▼							

GOOD SLEEPER CHRISTIAN SCHOOL FACILITY

FLOOR PLAN OF FACILITY



Plot Plan showing current Playground Space



Popel, Beth EDUC:EX

Schl.
file

From: EDUC Independent Schools Office EDUC:EX
Sent: Tuesday, May 6, 2008 4:43 PM
To: Waldman, Miriam EDUC:EX; Popel, Beth EDUC:EX
Subject: FW: G.S.C.S. change of Chairperson

FILE COPY

-----Original Message-----

From: Good Shepherd Christian School [mailto:gscs@persona.ca]
Sent: Tuesday, May 6, 2008 3:06 PM
To: EDUC Independent Schools Office EDUC:EX
Subject: G.S.C.S. change of Chairperson

Hi Susan,

We have had a change in our chairperson. It was Mr. Bill Rusch, and it is now S22
S22 Let me know if I am supposed to do anything else with this information.

Thanks.

Angela Westcott
Principal/Teacher
Good Shepherd Christian School
Box 203
Osoyoos, BC
V0H 1V0
(250) 495-3549

Grace Evangelical Lutheran Church