

June 23, 2010

Mr. James Oler  
Bountiful Elem-Sec School Society  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Oler:

Bountiful Elementary Secondary School in Creston has been scheduled for an external evaluation in the Fall of 2010. In order to help us in our process of setting up the External Evaluation Teams, please remind the school to avoid scheduling any major activities during the month of October.

Please do not hesitate to contact our office if you have any concerns. Your cooperation in dealing with this important matter is appreciated.

Sincerely,



Ed Vanderboom  
Executive Director of International Education/  
Inspector of Independent Schools

EV/mw



The Best Place on Earth

FILE COPY

## IMPORTANT DEADLINE

Our File: 12070-20/7996812

June 23, 2010

Mr. Merrill Palmer, Principal  
Bountiful Elementary Secondary School  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Palmer:

Your school has been scheduled for an external evaluation in the Fall of 2010. In order to help us in our process of setting up the External Evaluation Teams, please avoid scheduling any major activities during the month of October.

Please ensure the required number of completed copies of the Evaluation Catalogue are returned to the Office of the Inspector of Independent Schools by the first Friday before Labour Day in September 2010, (one original for Ministry files, one copy for the Chair and one copy for each Team Member). The information in the Catalogue should reflect the data for the new school year. A copy of the current Evaluation Catalogue and Appendices, External Evaluation Checklist and Sample Municipal Compliance Letter can be downloaded from our website at [http://www.bced.gov.bc.ca/independentschools/is\\_forms/welcome.htm#eval\\_cat](http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm#eval_cat)

The school must have current documentation on file confirming that the school facility is in compliance with the municipal by-laws. If the documentation is not current, the Sample Municipal Compliance Letter, referred to above, should be sent to the municipality in order that a reply can be obtained from the municipality and be on file at the school for the evaluation team's inspection.

Your cooperation in dealing with this important matter is appreciated.

Sincerely,

Ed Vanderboom  
Executive Director of International Education/  
Inspector of Independent Schools

Ed/mw

Ministry of Education

Office of the Inspector  
of Independent Schools

Mailing Address:  
PO BOX 9153 STN PROV GOVT  
VICTORIA BC V8W 9H1  
Telephone: (250) 356-2508  
Facsimile: (250) 953-4908

Location:  
620 Superior St  
Victoria BC CANADA

<http://www.bced.gov.bc.ca>

Bountiful

**Vandeweg, Theo EDUC:EX**

**From:** Me [bountifulschool@gmail.com]  
**Sent:** Friday, August 13, 2010 3:59 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Re: Att'n Mr. Merrill Palmer

FILE COPY

Hi Theo,

Kindergarten	Virginia Palmer	OIIS/Prof/Perm	
Grade 1	LaRee Blackmore	OIIS	
Grade 2	Aloha Palmer	BCCT	
Grade 3	Gloria Blackmore	OIIS/Prof/Temp	
Grade 4	Alice Oler	BCCT	
Grade 5	Clara Palmer	LOP	z2s
Grade 6/7	Valerie Palmer/Crystal Oler	LOP's	
Secondary	Merrill Palmer	BCCT	
	Guy Oler	OIIS/Prof/Perm	
	Memory Oler	OIIS	
	Brian Palmer	OIIS/Subject Specific	

-Merrill-

On Fri, Aug 13, 2010 at 11:09 AM, Vandeweg, Theo EDUC:EX <[Theo.Vandeweg@gov.bc.ca](mailto:Theo.Vandeweg@gov.bc.ca)> wrote:

Hello Merrill,

Hoping you've had a relaxing summer and are ready for another year of school!

I just want to check with you on the number of LOPs that you are using for the 2010-2011 school year. As you know, the Ministry is reluctant to issue LOPs and prefers that you hire qualified BC teachers. We understand that you receive few applications but nevertheless wish to keep the number of LOP staff to the very minimum. Could you please provide me with a list of your teaching staff and indicate who is certified through BCCT or Ministry and who is teaching with an LOP?

**Theo M. VandeWeg**

Assistant Deputy Inspector of Independent Schools  
Office of the Inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC  
V8W 9H1 Phone: 356-8061 Fax: 953-4908

*This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure.*

*If the reader of this message is not the intended recipient or an employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately.*

**ORIGINAL**

<b>Ministry School No.</b> 00896340		<b>School Name</b> BOUNTIFUL ELEMENTARY-SECONDARY SCHOOL	
<b>School Address (Location)</b> 1070 JRB RD LISTER, B.C.			
<b>School Address (Mailing)</b> 1070 JRB RD		<b>Website Address:</b> www.bountifulschool.com	
<b>City/Town</b> CRESTON, B.C.		<b>Postal Code</b> V0B 1G2	
<b>Principal's Name</b> Merrill Palmer		<input type="checkbox"/> if new to school this year	
<b>E-Mail</b> bountifulschool@gmail.com			
<b>Current Group Classification and Cert. Expiry Date</b> Group 1: K-10 Group 3: 11-12		<b>School Phone</b> 250-428-4679	
		<b>School Fax</b> 250-428-4789	
<b>School in Continuous Existence Since (Month/Year)</b> September 1958		<b>School Affiliation (if applicable)</b>	
<b>Name of School Authority</b> James Oler			

STUDENT ENROLMENT								
<b>A) Elementary</b> (do not include pre-school)								
Kinder-garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (A)
23	30	27	21	28	19	23	15	186
<b>B) Secondary</b>								
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)			
21	12	10	12	7	62			
<b>Total of A &amp; B Enrolment:</b> (must be ten or more)								248

<b>Total Registered Homeschool Learners</b> .....	6
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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: Sept 1/2010

FOR MINISTRY USE ONLY

RECEIVED

SEP 06 2010

INDEPENDENT  
SCHOOLS

DATE RECEIVED



**INSTRUCTIONS  
For Evaluation Catalogue  
for Independent Schools**

**School Year 2010-2011**

**Please Note:**

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

- 1) **DO NOT SEND COPIES OF THE EVALUATION CATALOGUE IN BINDERS OR FOLDERS, OR ATTACH ANY HANDBOOKS, PAMPHLETS OR POLICY PAPERS.** (If you wish, these can be made available at the school for the External Evaluation Committee.)
- 2) The evaluation catalogue is provided in MS-Word 2000 for Windows. Please ensure that you maintain the same font (Verdana 11), format, section breaks, numbering, tables, headers, and footers.
- 3) The evaluation catalogue and appendices can be downloaded from the Independent Schools website at: [http://www.bced.gov.bc.ca/independentschools/is\\_forms/welcome.htm](http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm)
- 4) The evaluation catalogue is designed to give the External Evaluation Committee factual information that is an up-to-date summary of the philosophy, administration, curriculum, facilities, resources and equipment in the school.

**WHEN DOCUMENT IS COMPLETED:**

Please make one COPY for your school's records and submit the following **double-sided**:

- **ORIGINAL (SIGNED)** for the Office of the Inspector of Independent Schools
- One **COPY** for the CHAIR of the External Evaluation Committee, and
- One **COPY** for **each** TEAM MEMBER of the External Evaluation Committee

**TO:**

Office of the Inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT Victoria BC V8W 9H1  
Courier: 2<sup>nd</sup> Floor, 620 Superior St Victoria BC V8W 9H1

**\*\*DEADLINE:\*\***

**FRIDAY, SEPTEMBER 3, 2010**

**(\*\*\*KEEP THIS PAGE FOR YOUR RECORDS; DO NOT RETURN IT TO US\*\*\*)**

## **COMPLETION OF THE CATALOGUE:**

**Please note: The catalogue has been updated.**

**Due to formatting changes, note the following:**

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

## **Section 1 – General Information**

### **1.01 Update Report**

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

- Program changes
  - None of significance
- Facility changes
  - See page 3
- Authority/Administrative Structure Changes
  - None
- Change in staffing and student enrolment since the last external evaluation inspection:
  - Last external evaluation year: (    )  
No. of Teachers: (    )      No. of Students: (    )
  - Current Year: (2010-11)  
No. of Teachers: (12 )      No. of Students: (248 \*\* unofficially)

Because our school is so popular, folks seem to be clamouring over the opportunity to visit us, but they usually neglect to inform us they are coming so the majority of our external evaluations are unannounced. Therefore, in order to describe the facility changes since our last evaluation, I have to determine whether to describe changes since our last scheduled evaluations in 2006 and 2007 or more current changes since our unannounced evaluations in 2008, or perhaps the followup evaluations in 2009 or 2010. I think I will just focus on the changes within the last two years.....

Obviously the biggest facility change has been the addition of a two-storey 90 x 40 addition to the existing structure begun in the summer of 2009 and mostly completed in the summer of 2010. This has provided 3 large classrooms for K-2 and a large auditorium and room for future expansion in the basement. For the past two decades we have utilized a building affectionately referred to as the "barn" for some secondary and primary classes and for our morning Devotional exercises, after which students then walked over to the main building (about 1500 feet away). This year for the first time since 1990, we have the privilege of holding all classes under the same roof on campus.

Other significant changes in the last two years include:

- ✦ Remodelling the exterior of the school with stucco and cultured stone,
- ✦ Installing eaves troughing and drainage tile around the school perimeter
- ✦ Landscaping and adding an additional 34,000 square feet of turf
- ✦ Doubling the driveway width to a two lane paved road
- ✦ Paving an additional 12,000 square feet of parking area
- ✦ Landscaping a waterfall and stream near the school entrance
- ✦ Adding entrance signage
- ✦ Pouring a large concrete pad in front of secondary entrance
- ✦ Replacing every fluorescent fixture in the entire school with more efficient T8 bulbs and fixtures
- ✦ Covering all duct work by adding drop ceilings to hallways and auditorium
- ✦ Replacing our old, inefficient propane boiler with electric force air
- ✦ Extending duct work in one wing of the school to provide better ventilation
- ✦ Adding a second higher efficient furnace in the basement
- ✦ Installing a heat pump for cooling in the auditorium
- ✦ Built an entirely new staff room with new flooring, cabinetry and appliances
- ✦ Building better pump house and adding auxiliary pressure pump
- ✦ Remodelled the offices
- ✦ Ceramic flooring added to staff room and girls bathroom
- ✦ Resource room added
- ✦ First aid and special needs room joined
- ✦ 3,500 square feet of VC tile installed in basement
- ✦ New sound system installed
- ✦ Telephone and intercom system upgraded
- ✦ Computer lab upgraded
- ✦ Perimeter fencing installed and upgraded around play areas
- ✦ Fire exit decking completed
- ✦ Removal of asphalt trail and replace with turf
- ✦ Extended underground irrigation system

It's obvious we have been very busy, so it's more than likely that I have forgotten some project or other along the way..... Plus there are two weeks before the first day of school as I write this, so we are planning a few more tasks yet, like new panic hardware on all doors, adding blinds to all windows, curb and gutters, gate installations and lots of painting.....

## 1.02 School Authority

- a. Describe how the authority and/or the school board (where applicable) exercises its governance duties.

b. The school is operated under the authority of the Fundamentalist Church of Jesus Christ of Latter-day Saints. The Canadian representative of the Church is James Oler.

The Committee Structure is as follows:

Authority/Superintendent:	James Oler
Principal:	Merrill Palmer
Chief Financial Officer:	Merrill Palmer

- c. Official Registration Number: ( S22969 )

Check one of the following:

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

- d. Date of last Annual Report: (Month/Date/Year) ( 01/25/10 )

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

## 1.03 Additional Programs

- a. Does the school operate any educational programs in addition to its Kindergarten – Grade 12 program (e.g., pre-school, adult education, etc.)?

☒ Yes ☐ No

If yes, describe:

- ABE

- 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:

- One student enrolled in Equestrian course with Rocky Mt School District

d. Does the school offer an ESL program?

☐ Yes



No

e. Does the school enrol international students?



Yes ☐ No



## Section 2 – School Facilities

### 2.01 School Building

- a. Year that original building was constructed: 1985
- b. Year(s) of building addition(s): ( 1990, 1998, 2002, 2009, 2010 )
- 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) ( summer 2009 )
- 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:
- Lister
- g. Name of Regional District:
- RDCK

h

\*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

## 2.03 Maintenance and Safety

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

Every teacher has as a requirement of her/his daily regimen, the responsibility of doing the daily janitorial duties in his/her own classroom. The halls, bathrooms, outside areas, etc. are janitored nightly by contracted janitorial staff. Major maintenance requirements are contracted out. Teachers generally keep a list of chores needing done and I can oversee the care of simple tasks after hours or on weekends. Grooming and maintaining the surrounding turf and playing areas and ball field has been a hobby of mine for years

## 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.
- Obviously this area could be explained in great length and appear more like a thesis than a brief analysis of philosophy, so I will be glad to discuss much of our philosophy in terms of education and religion with team members. Bear in mind, the media is NOT an accurate tool by which to measure our way of life. We are largely pacifist in nature, believing more in forgiveness than retribution, but due to the nature of unfounded tales regarding our way of life, we have begun a rather aggressive (and expensive) public relations war to explain our philosophy. We have established various websites in which some of these allegations have

been answered and put to rest (<http://www.truthwillprevail.org/>) Our school website is ([www.bountifulschool.com](http://www.bountifulschool.com)) An external website published by a Florida resident with no affiliation with our church has also gone on the attack on our behalf (<http://www.flds.ws/>) He is a little caustic at times.....beware.

- However, in terms of education, it has always been a tenet of our way of life to enhance the educational opportunities of our children in a way that contributes to their well being as members of our church and of society in general. The school has always been the centre of our community. Our school was established 50 years ago by our forefathers (and probably our four mothers too) as an alternative method of educating the children outside of the public system. Obviously there is a major clash between our religious standards and that of the public system that simply cannot tolerate co-existence, hence the move from public education. The independent school system has been an excellent fit for us. Supporting the independent school movement and adhering to its regulations has done nothing but raise our standard of education. We have found it is possible to meet the standards as set by the OIIS without compromising our own personal beliefs. We always put the priority on meeting the learning outcomes established by the Min or Education first. We complement that with religious training interspersed throughout daily lessons. We support the standardized testing programs (FSA and Provincial Exams) and have consistently exceeded provincial standards. These have proven to be an excellent tool to assist our teachers in maintaining provincial standards, as has the BC Performance Standards.
- Why we are what we are, and why we believe what we believe, I will answer those questions with team members at their leisure.....
- Being somewhat isolated from mainstream society over the years has led our students and community members in general, to be labelled a unique people because we have adhered to these former beliefs, values and codes which are being so willingly sacrificed in much of today's permissive society. This "uniqueness" is evident in our adherence to a very strict dress code, highly regarded work ethic, and belief system, not only in our school life, but as an exercise of daily living by our community members as well. Our school philosophies are basically nothing more than an extension of our home lives and values; a system we cherish, honour and religiously defend.

Where you or I may strongly disagree with a person's choice in a particular lifestyle, we have to agree however on one point and that is we accept their right to choose their lifestyle. Deeply rooted Christian values do not condone homosexuality any more than you condone my lifestyle; yet whether I agree with their lifestyle or not, I vehemently support the individual rights of citizens to live the life they have chosen. Our community members deserve that selfsame respect of privileges.

One of the published articles of our religion (**Article of Faith # 11**) states:

***We claim the privilege of worshiping Almighty God according to the dictates of our own conscience, and allow all men the same privilege; let them worship how, where or what they may.*** (Joseph Smith Jr.)



In welcoming this next round of external evaluation members, it is my hope that they are here to evaluate an educational process and adherence to relevant guidelines as outlined in the Independent School Act, rather than being "sent" here to follow up on the biased allegations of the media and other opponents of our way of life. If they are "sent" with the latter of these two reasons, they cannot judge us fairly any more than a juror could who followed the merits of the case from the media's perspective instead of from the court room proceedings. It is unfair to our teachers and students to extend the welcome mat to committee members who are intrigued with comparing the fact or fallacy of our lifestyle as generated by a titillating media. The majority of the evaluations which our school has enjoyed, and at times endured, have been due to pressures exerted by the media and special interest groups on the Ministry, so that they have felt compelled to answer these critics by ordering frequent and, in my opinion, unjustified announced and unannounced evaluations.

Case in point, in 1994 the Ministry received a ludicrous complaint that our students had prior access to standardized exams as the reason for our higher than normal averages. They felt compelled to send an unannounced team to re-assess every student from Grades 4 through 12 at the cost of tens of thousands of dollars. New exams were ordered, and professionally scored with printouts for every student and cumulative school averages, etc. At the time we were annually utilizing the CTBS exams each spring, but the Ministry team informed me that government disapproved of CTBS and hence purchased an entire battery of CAT exams for our school and then sent a team of evaluators out to administer the exams one week later. I took the opportunity to contact CTBS and inform them that the Ministry disapproved of their standardized examinations. Obviously, they were not impressed. A month later, after continual urging, examination results were finally forwarded to us. Our students scored higher on the CAT's than on the disputed CTBS exams. And that is just one example of the many that disrupt the normal routine of the children's education here. With all the distractions, it's a miracle they do as well as they do.

There is one guideline in the ISA that we would love to comply with but have never had the opportunity to and that is external evaluations are to be every 6 years. Would be nice.....

**That being unequivocally stated and off my chest for now:** it is always with great pride that teachers share their lessons, experience and ideas with one another. In my opinion, even though these evaluations create an enormous amount of stress to our teachers, they have always seemed to feel like their batteries have been recharged after every evaluation: that their works and efforts have been noticed and applauded and that suggestions and recommendations have been provided to better enhance their teaching skills, reaffirming that their countless hours of personal preparation have not been for naught. If there is one thing I have experienced over the years, it is that teachers are generally the least biased citizens of society. They all teach the same thing: children, not Math, Science, Language or Socials, but children. Bigotry and the ability to deliver a fair assessment cannot exist in the same individual.

### **3.03 Future School Plans**

- b. Describe future school plans. Include any planned construction, program or grade level additions.
- We are always on the go.....so I will never say never, but for the time being, major construction will take a break.
  - Next year however, my priority is playground construction. We tore down our playground last year and have not yet begun the funding campaign for a new one.



## Section 4 – School Administration

### 4.01 Administrative Structure

- c. Provide a brief description of the administrative structure within the school and key administration responsibilities.

Obviously, as principal, my main objective is to oversee and ensure that the general educational programs mandated by the Ministry are met, to ensure the safety and well being of students and staff during school hours and at the same time, ensure that the standards as expected from Church and community are not being neglected. Having a staff devoted to the cause and on the same page, makes the administrative tasks relating to teaching, IRP's, course overviews, evaluation and assessment, supervision, and other tasks, quite routine.

My time over the years has been on average 50% instruction and 50% administrative. Depending on a variety of factors, my instruction time has fluctuated anywhere from 100% to 50% over the years. For the most part, I feel I have effectively been able to manage the needs of both "careers." However I am gradually decreasing that percentage as administrative tasks seem to compound as student population increases. This year my teaching time will be limited to about .35

### 4.02 Principal

- a. Years the current principal has been:
- a teacher: ( 30 )
  - an administrator: ( 24 )
  - an administrator in this school: ( 24 )
  - Percentage of time the principal has for administrative duties: ( 65 )

- 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):
- BCCT

#### 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](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
- Record of citizenship and residency of parents

- 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:
- Foreign student verification and study permits

- c. How frequently are the Permanent Student Records (Form 1704) updated?
- Yearly. Teachers complete and file before summer break

- 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.

- In my office in fireproof file cabinet
- Permanent Student Records (PSR's) for all students are kept both in my office on hard copy file and on the school administration data bank in our *Windsor System Administration* program. Security is very strict. No staff member, parent or student has access to these files without my authorization and my presence. PSR's include basic personal demographics, student progress, discipline, awards, IEP's, health records, (also maintained by local Health Ministry), standardized testing results, and other personal data.

#### 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

- 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).

- Home schooled children are registered with the Ministry and assigned PEN's. All resources at the school's disposal are made available to any registered home schooler. It is at their discretion if they wish to use them, however. We will assist them in procuring other materials, or use learning materials of their own choosing. On-site assistance in instruction, evaluation and assessment is made available. However, I discourage parents from taking full advantage of the freedoms of Home Schooling and then expect the school to perform the bulk of the work such as assessment or grading.

#### 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: \$804,676.00  
(not including special education or other targeted grants)
- Total operating costs: \$809,057.92  
(not including pre-school or adult education)
- Special Education grants: \$
- Number of students receiving special education grants: ( )
- d. Describe type of financial audit: ☐ Notice to Reader ☐ Review Engagement

#### 4.07 Utilization of Provincial Conditional Grants

- a. Did the school participate in the *Ready Set Learn* program?
- ☐ Yes  No
- Only in the initial year of the program. We fund our own similar program called Buddy Day and have for years.
- Describe how the funds were 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:

Primarily, most of the pertinent school information is either relayed to all students and staff through our morning exercises, through staff meetings or from a brief announcement from my office. Staff meetings are generally conducted once a week during the first and last month of each year and once a month the rest of the year, and will be convened whenever a particular cause dictates.

Parents are kept informed of all the "goings-on" at school through a barrage of school newsletters, student journals or personal contact.

In addition to periodic Parent Nights that consist of informal reporting and a chance for parents to view their children's work, we have also implemented an annual **"Welcome Back to School, Parents"** held at the beginning of every school year. During this time, parents, en masse, circulate according a pre-arranged schedule, from each classroom to hear each teacher discuss the year's expectations, class rules, daily assignments, home assistance, evaluation procedures, etc. It generally takes about one to two hours to complete the cycle.

- b. Has the school produced a handbook for:

- Parents
- Staff                YES
- Students

Comments:



c. Ministry Communication:

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

- Independent Schools e-Board:

I generally print any relevant or informative postings from the Friday eboards and place them either in the hands of the particular teacher or I place them on the bulletin board for all to view.

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

Ditto

#### 4.11 Appeals

- a. Describe the school's policy for dealing with appeals by parents regarding school decisions.
- Every student or parent certainly has the right to be heard in a fair and judicious manner in respect to school decisions. Rules are established in any society for fairness and order, but individual interpretations always vary, so every school decision I make that affects the student or parent takes into consideration the fact they deserve the right to justify their actions and outline the specifics leading up to those actions. A teacher's decision regarding a student can always be appealed to me, and my decisions can always be appealed to the school or Church authority. We are not dictatorial tyrants.
- 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](http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm))
- 

#### 4.12 Student Discipline

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

☒ Yes      ☐ No

Yes. Ideally, we would all like student discipline to be a self governing model, and we attempt to instill that attitude in the students. However, reality and perception do not always coincide and so provisions are in place to deal with difficult students. These provisions are on a three tier system, beginning first with the teacher. Her/his responsibility is to outline specifically with the students in the initial contact days in early September what is expected of all students under the teacher's care, what the consequences are of violating that rule or expectations, and seeing to it that the students are a part of this rule-making process and also part of the discipline. The teacher and students may on an individual per class basis arrive at these rules and are usually

displayed in obvious locations throughout the room. The frequency of violations vary before step 2 is initiated. Step 2 involves a visit with the Principal to formally discuss the matter and warn of the results of committing the same offense again. At this point, I also inform the parent either in writing or in person. Stage 3 involves the action of the Superintendent for a more serious referral and results in either suspension or expulsion. Of course there are various infractions which are more serious in their nature which will initiate immediate suspension.

For secondary students, the policy is similar with the hopes that the maturity level here will allow students to realize that they are responsible for their own actions and consequences. Generally if a student makes a serious infraction on more than one occasion, I will simply remind the student that he/she is the author of his/her own destiny. I explain the rule that has been infringed and the consequences of breaking it and simply explain to them that "if you are grown up enough to make the choice to violate a school policy, you ought to be grown up enough to simply stay away from school. As evidenced by your conduct, you are forfeiting your standing here, therefore, if you ever choose to make this mistake again, just stay home the next day. You are making that decision yourself. If you want to come here and learn, these are the rules, if you want to go elsewhere, you make that decision yourself. It will save me the trouble of having to expel you from school."

This technique has been very successful primarily because there are certain students with attitude problems who want nothing more than to tell the world they were "kicked out" of school; it supposedly enhances their reputation in some circles. With this method however, the student ultimately makes the decision to withdraw by "kicking himself/herself out" or back in and get with the program.

In addition, to the aforementioned classroom rules and consequences, we have a set of general school-wide rules which I review with all staff and students generally in Assembly during the first week of school. These school-wide rules are in addition to the more specific rules each teacher enforces in the classroom

#### **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).

One of the most important, yet least favourable tasks at school is the daily supervision. We, unlike many unionized public facilities, have to rely on our own staff to provide this "voluntary" service on a daily schedule. Teachers and support staff are scheduled in to supervise recesses, lunch hour and before school times. This procedure involves every staff member patrolling the outdoor activities and inside activities. In years past, I have generated the schedule of who supervises where and when, (to a cacophony of harmonized groans from staff) but the last few years we have instituted a program requiring greater vigilance from staff members.

Every teacher has at least one assistant (some two or three) and it is part of their duties to supervise their class during all outside activities. With the help of their teaching assistants, they devise their own schedule of who is on supervisory duty. This generally means that recesses and noon hours will have 5 or 6 staff members on supervision.

Seriously, realizing the liability issues at hand and the safety concerns of students in our care, we ensure supervision is adequately addressed and monitored.

While away from the school on field trips.

## Field Trip Policy (from handbook)

*Bountiful Elementary Secondary School is dedicated to providing students with enriching educational experiences. Therefore, the school encourages field trips which enable teachers to expand children's learning beyond the walls of the classroom into the vast community outside. Field trips provide children with experiences that cannot be duplicated in the school but are nonetheless an integral part of school instruction.*

### Communication Plan:

- Principal and/or teachers will notify parents in advance of all field trips requiring transportation and any other special arrangements necessary.
- A parent or legal guardian will sign an informed consent form for all field trips requiring transportation and will be responsible for a portion of the fees.
- At least one staff member will have a cell phone in case of emergency on all off-site activities.
- A copy of this policy will be available during all hours of operation to staff and parents in the school policy handbook.

### Student Requirements:

- Students must demonstrate consistent obedience prior to and during the field trip.
- Obedience is demonstrated by cooperation, positive attitude, and complete assignments with no missing work.
- Students must come prepared with appropriate clothing and other necessary items.

### Procedure and Practices:

- A well-stocked first aid kit along with the student's emergency contact numbers will be taken on off-site activities.
- At least one staff person with current First Aid and CPR certification must accompany students on off-site activities.
- Field trips will be planned as part of the overall curriculum and student's interests and will provide learning opportunities through hands on participation.
- The specific objectives for the activity should be clearly in mind prior to the planning of the trip, and all activities should be directed as to attain these ends.

- Whenever possible the supervisor will visit the site ahead of time to determine the safety of the location, what experiences the students may gain along with age-appropriateness and to plan the route of transportation.
- Additional staffing may be needed to provide adequate supervision and will be scheduled ahead of time for these off-site activities.
- Adopted policy stipulates day trips have a minimum of 1:10 supervisor/student ratio and overnight trips have 1:5 ratios.
- Students will be counted before leaving Bountiful School, several times during the field trip, and again at the time of departure for return to the school.
- A buddy system will be in place to ensure that all students are accounted for. Students will be grouped in pairs wherein Buddy A will be responsible for Buddy B and vice versa. Two or three sets of buddies will then be under the care of a supervisor.
- If a student has medication needs, the First Aid attendant will be responsible to take and administer the medication as needed.

*This policy will be implemented anytime children are away from the school property.*

#### **4.14 Abuse Protocols**

- Does the school have a policy relating to the reporting of child abuse?  
☒ Yes      ☐ No
- How does the school's policy reflect the procedures described in the Ministry's document entitled, *"Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse"*?

Each fall we take time to review the document, *"Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse"* and thus every staff member is familiar with it. In addition, we have attended Ministry-sponsored professional development seminars designed to explain the procedures involved. We fully support this document and each teacher maintains a copy in his/her possession.

This text is our protocol.

#### **4.15 Anti-bullying and Harassment Policy**

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

✓ Yes      ☐ No

b. Describe how the school implements the policy?

Here at school, bullying is perhaps the one form of abuse which is severe enough that it elicits an immediate Stage 3 response in accordance with our discipline policy, and usually results in immediate suspension or expulsion. This form of abuse is not tolerated and is dealt with severely and promptly. No child needs to fear coming to school. Other serious forms of abuse such as neglect, physical, sexual or psychological whether it has occurred at school or at home, is immediately dealt with in the manner in which our staff has been trained. Cases of child abuse are not looked upon lightly.



#### 4.16 Emergency Policies / Procedures

- a. Describe how the school deals with accidents and medical alert situations.

- 

Is there a written policy?

☒ Yes      ☐ No

There are a number of staff members qualified in dealing with initial response first aid, and the students and staff are generally aware of who these are. Almost every teacher has some level of first aid training, either WCB, Industrial First Aid, St. John, or others. We do have an adequately stocked first aid room and a removable type first aid kit to take on site if needed.

- b. Describe the school's transportation/field trip safety procedures (walking trips, day trips and overnight trips).

- Described at length earlier

Is there a written policy? ☐ Yes      ☐ No

- c. What is the school's policy regarding first aid/emergency training for staff members?

- Arrangements are made with the College of the Rockies at times, but we have a registered instructor on staff who conducts in-service as needed. Local public health officials also offer onsite training and our secretary is a nurse employed at the local hospital so we have adequate personnel trained in emergent treatment.

- d. How does the school ensure student safety when using rented facilities (e.g., swimming pools, recreation centres, etc.) to fulfill educational program requirements?

- NA

- e. Emergency Drills

Number of fire drills per year: ( varies )

Number of earthquake drills per year: ( varies )

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

Yes

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

- Every six months

## 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?

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* ( 5 )
- d. Number of teachers (including principal) holding a valid *subject-restricted British Columbia Independent School Teacher Certification* ( )

- e. Number of teachers (including principal) holding a valid *school and subject-restricted British Columbia Independent School Teacher Certification* ( 3 )
- f. Number of teachers for whom the Authority has received a current *Letter of Permission* ( 3 )
- 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 B.C. teaching certificates?

YES

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

## 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.

CFO	Merrill Palmer	
Secretarial	Mary Palmer	
Health Services	Mary Jean Searle, Public Health	
Maintenance	Wesley Palmer, Arthur Palmer	
Accountant	Terry Bambrick, Michelson, Bambrick & Co	
Bus Drivers	Rosalyn Blackmore, Guy Oler, Memory Oler, Brian Palmer	
	Chantelle Oler, Merrill Palmer	
TA's	Rosalyn Blackmore	Mary Oler
	Susan Blackmore	Dorothy Oler
	Chantelle Oler	Cheryl Palmer
	Edith Blackmore	Jennie Oler
	Anna Marie Blackmore	Rhoda Palmer
	Melissa Blackmore	Nattie Quinton
	Margaret Oler	Emily Oler
	Ada Oler	Tonya Blackmore

- 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

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):

- It has always been a requirement that new staff and returning staff officially begin their school year approximately 3 weeks prior to the first day of school. The first couple of days are largely orientation—getting familiar with any new policies, curricula, texts, surroundings, etc. After that, teachers generally come for 6 hours per day making their own personal preparations for the upcoming year. Because all our staff members are community-based, there is really no difficulty in introducing them to the school, its policies, staff or students. In addition to these tasks, frequently teachers do a variety of tasks in and around the school as well, such as painting, waxing floors, and other light maintenance chores, etc. This year has been an exceptionally busy year with all staff assisting in a number of projects, particularly outside – turf, landscaping, etc.

b. Number of professional days per year: (     )

As a general rule, I try to make arrangements for most, if not all, staff members to attend at least one or more seminars or workshops per year. The responsibility of those attending is to capture the enthusiasm, vision and wealth of ideas from their seminar and relay that information via in-service to the rest of the staff who did not attend. In addition to these Pro D days, there are also two days allotted prior to the issuing of Report Cards for teachers to prepare for the arduous task of assessment and evaluation. These days are usually scheduled on Fridays, so as to not lose instructional time. Our Kindergarten teacher and TA has already attended on workshop for 3 days at UVic in July. We have a number of workshops tentatively scheduled on October 21-22 –Provincial Pro D day, but for some strange reason, we may have to postpone those due to us playing the role of gracious hosts during that week. Most workshops are either in Calgary or the lower mainland, but we are always on the watch for relevant ones locally or more distant. (i.e Sent a team to International Math Workshop in Seattle last year). Workshops are offered to all staff members, whether certified teachers or teacher assistants.

### 5.04 Teacher and Principal Evaluation

a. Does the school have a written teacher and principal evaluation policy?

Yes

b. Describe practice and frequency of teacher and principal evaluation.

From our handbook:

In order to ensure that the highest quality of administrative leadership and teaching practices are being maintained, teaching and administrative personnel must undergo periodic evaluations.

**These evaluations are in addition to the frequent (and usually unannounced) evaluations conducted by the Office of the Inspector of Independent Schools.**



All certified teachers will undergo an internal assessment by the principal at least once every 5 years. This may be in the form of a less formal assessment procedure, constituting a review of teaching performance, analysis of course overviews and observing student work, OR the assessment may be a more rigorous evaluation involving both a self assessment model and an external assessment. Both practices will involve considerable oral discussions and include written reports available for teacher perusal and discussion before finalizing. The form of evaluation to be conducted will be by mutual agreement between principal and teacher.

Teachers will be given ample warning prior to any teacher evaluation. Although it is not our policy to conduct unannounced formal evaluations, there will be frequent classroom visits of an informal nature of which recommendations can and may be issued without written reports being formulated, unless issues of a critical nature arise.

Administrative assessments will be conducted at least once every 7 years by a qualified professional, external to the school and will focus on all aspects of administrative leadership such as staff development, planning, emergency protocols, communication, safety procedures, Ministerial policy enactments, etc.

As for the undue stress created by the anticipation of a formal evaluation and its follow up, I feel is mostly counterproductive. If a teacher needs a professional evaluation performed for a resume or because a complaint has been issued that I need to investigate, or because I see a lack of commitment or progress, or other reason, that's cause to warrant a full announced and formal evaluation. But when I am in the classrooms as frequently as I am, I can guarantee a far greater success rate, personal growth and development and a healthier environment all around by simply taking note of strength or weaknesses and chatting to a teacher about the improvement needed or the improvement noted. Response and feedback are always spontaneous, immediate and usually professionally welcomed. If it is noted that major changes are needed or if there is a major disagreement in principle (or principal), written reports and follow-ups are inevitable. The negativity attached to evaluations however, makes them seem more like interrogations than evaluations.

Positive comments when provided frequently and honestly make positive adjustments a transition rather than an inquisition.

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**Most teachers are professional enough to welcome a sincere comment aimed at bettering themselves.**

**However, it is the intrusiveness of the frequent evaluations which are aimed not solely to promote better educational practices but primarily aimed at satisfying the demands of the public, which we have trouble becoming enthused about. Assessments conducted under this guise become charades which serve only to erode the teacher's enthusiasm and confidence, shorten their careers and create undue stress to the innocent ones caught in the middle: the children.**

**This evaluation will represent our 12<sup>th</sup> inspection in less than 8 years, when many other independent schools would have enjoyed perhaps 2 during that same time frame. We have been successful in exceeding the demands of the Ministry, but not the demands of (in)justice, it's obvious.**



## 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	( 580 ) hours
Grades 1-12	850 hours	( 1087.5 ) hours

- b. Hours/days per week: ( 30 hours per week / 4 day week )
- c. Days in session, per year: ( 145 instructional days / 156 FTE days )
- d. List holidays taken throughout the year, other than statutory holidays:
- NONE. We enjoy a 3 day weekend every week; that's holiday enough

### 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.)
- Traditional by grade

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

Is the school offering Full Day Kindergarten No

Describe the following:

- a. Delivery of Core Subjects:

We offer very much a "traditional school" type of educational package in the delivery of all subject materials at each level (primary and intermediate) both core and non core subject areas.

- c. Student Assessment and Reporting:

- Formal report cards are issued 3 times per year, and informal reports via parent interviews, an additional two time throughout the year. Using the BC Performance Standards and learning outcomes as a model, the teachers have banded together and have created a check list/anecdotal Report Card. It has become the standard reporting method in our primary levels. Although quite time consuming to create, it has been well received by parents, students and especially teachers. In addition, other schools and evaluators have shown interest in our format and have asked permission to duplicate it for their school's use as well. The beauty of the Performance Standards method is that it not only shows what the students have achieved, but it also lays out clearly what might still be accomplished.

- c. Learning Assistance:
  - Two to three TA's in most classrooms to assist in the individual needs of special students
- d. Additional courses offered:
  -
- e. Daily Physical Activity (30 minutes per day):
  - Met and reported as mandated

#### **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 )

Same as above in 6.03

Grades 8-9

- a. Delivery of Core Subjects: All subjects on rotating 4 day cycle; one hour long, four times per week for all core subjects

- Math
- Science
- Social Studies
- Language Arts
- Second Language (where applicable)

Grade 8 only

- b. Delivery of Non-core Subjects:

- Fine Arts

- Health and Career Education K-7
  - Physical Education
- c. Student Assessment and Reporting:
- As described earlier with the exception of letter grades and anecdotal comments only.
- d. Learning Assistance:
- 
- e. Additional courses offered:
- Religious education at all levels
- f. Daily Physical Activity (30 minutes per day):
- Physical Education (8-11 combined) : 3 hours per week

## 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	11%	89%	89%	22%	90%	0%	100%	52.2%	100%
Writing	0%	100%	100%	56%	90%	0%	100%	34.8%	100%
Numeracy	0%	100%	100%	44%	90%	0%	100%	30.4%	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	0%	100%	100%	78.3%	100%	0%	100%	54.5%	100%
Writing	0%	100%	100%	47.8%	100%	0%	100%	45.5%	100%
Numeracy	0%	100%	100%	47.8%	100%	0%	100%	54.5%	100%

- b. How does the school use FSA results to enhance student learning?  
(see also Section 4.07 b)
- Upon release of FSA results, test analyses are gathered and shared with both teachers and parents. Although not intended to “test” a teacher’s skill in the classroom, these results inevitably stigmatize teachers in that manner.
  - What we try to do is to build upon the positives and make adjustments to course loads or approaches when and where a particular survey indicates students lacking in any one area. For example, if 75% of Grade 7 students were not yet within expectations in writing, that is hardly an acceptable level and so an obvious evaluation would be in order. Was it the test? the particular batch of students? a bad testing experience? inadequate skill development? Stress created from frequent interruptions from EEC? All these are considered and we try to create a long term plan to remedy the situation. If we see a dramatic improvement in the same test the following year, it becomes obvious that a) the teacher made dramatic adjustments, b) the previous class of students was simply lacking that particular year, or c) perhaps the fault lay with the test itself.
  - We DO SUPPORT THE FSA testing program and feel its merits far outweigh any negative impacts as trumpeted by the BCTF or the Fraser Institute.
- c. What trends in student achievement from grades 4 to 7 has the school identified in the FSA results?
- Meeting and/or exceeding provincial expectations on a consistent basis
- d. Describe how the school has made use of the Performance Standards:  
[http://www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)
-

## 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.)?
  - Combination of semester/linear
- c. How is the school offering Planning 10?
  - As a regularly scheduled course.....

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

3 – one hour PE classes scheduled per week equals 180 minutes per week

### e. 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](http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm)).

Yes

- Course overviews have also been developed for each.

Yes

- 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)
World Geography 10	YSSC 10A	Feb 5/07	Feb 6/07 Tom Ellwood
Digital Photography 12	YVPA 12A	Feb 5/07	Feb 6/07 Tom Ellwood
Keyboarding 10	YBMO 10A	May 16/07	May 16/07 Ed Vanderboom
Book of Mormon 10	YPHR 10A	Feb 5/07	Feb 6/07 Tom Ellwood

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

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

The only Grade 12 exam we currently write is English 12

## **6.07 Graduation Credits**

- a. Describe the school's policy regarding the following options for obtaining credits.
- **Equivalency:** Students must display proof of course previously taken, course content and letter grade achieved
  - **Challenge:** Students wishing to challenge a course must first have the approval of teacher and principal and maintain a 78% average in each of the core subject disciplines. Students wishing to challenge any Grade 12 subject, may simply register to write the provincial exam in that subject area or write an in-school equivalency exam which covers the learning outcomes for that subject area.
  - **Independent directed studies (IDS):** Independent study courses that are taken during school hours must meet the same conditions as outlined above.
  - **External credentials:** Every student is permitted to register in any external course after hours or during summer months. This is generally dependent upon parental approval and existing course load.

## **6.08 Student Progress Reporting for Grades 10-12**



- a. Describe the method and frequency of student reporting to parents/guardians.
  - Same as reported for other grades
- 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		
	Provincial Average	Average Exam Mark	% Passing Exam	Provincial Average	Average Exam Mark	% Passing Exam
Science 10	64.3	76.3	100	Not offered		
English 10	67.1	84.8	100	64.9	75.3	100
Essentials Math 10	58.9	76.0	100	64.3	76.7	100
Principles Math 10	65.6	77.6	100	69.5	82.3	100
Social Studies 11	Not offered			62.6	90.1	100
Communications 12	No Grade 12 students			63.4	76.0	100
English 12	No Grade 12 students			67.4	75.3	100

- 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"?

We have used Optional Grade 12 exams (Geography, Biology, Eng Lit, Math) in the past, but have opted out more recently.

## 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 2010** 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

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

Describe: 2004 Graduation program requirements

## 6.11 Diagnostic and Referral Services

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

•

In addition to the achievement, diagnostic and placement examinations discussed earlier, we also have available to us the Ministry of Health Services and the Psychological Testing Services located in Creston. The Ministry of Health services have been particularly valuable over the years, under the direction of Mary Jean Searle and her associates. They regularly arrange the immunization clinics at our school, as well as vision, hearing and dental screening on an annual basis for select levels of elementary children. Any problems discovered during the screening process is confidentially relayed.

## 6.12 English as a Second Language (ESL)

- a. Describe the school's program, if applicable.
  - NONE

### **6.13 Library Resources and Access**

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

Our library is small but adequately stocked with a large variety of both fiction and non fiction titles for all levels or readers. Our reference shelves are somewhat "slim" but have served their purpose well. We do possess a variety of encyclopedias and children's reference works. With the availability of the networked lab, research outside of the traditional library is the tool of choice for the majority of students who have gained practical experience using the internet for a research tool as opposed to using it for entertainment

### **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?

In addition to a computer in every classroom, we do have a networked computer lab of 20 PC's available to all grades

### **6.15 Curriculum Implementation and Review**

- a. How does the curriculum review and implementation occur?
  - As the Ministry publishes their intent to review any topics within the curriculum, I forward those drafts on to teachers to make recommendations if they so desire. Implementation policies vary as to the individual subjects but are always implemented within the legislated time frame.

### **6.16 Student Counselling and Guidance Services**

- a. Is personal, academic and vocational counselling provided? If so, describe.
  - I try to encourage, counsel, plead and cajole every student to carry on with their education after they leave our doors.

### **6.17 Additional Activities**

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

# 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
<b>LANGUAGE AND CITIZENSHIP</b>	55.4				
▼ Language Arts					
▼ Social Studies					
<b>SCIENCE, MATH, AND TECHNOLOGY</b>	25.6				
▼ Mathematics					
▼ Science					
▼					
<b>PHYSICAL EDUCATION</b>	14.9				
▼ DPA					
<b>FINE ARTS</b>	8.6				
▼					
▼					
<b>HEALTH AND CAREER EDUCATION</b>	10.7				
▼					
<b>OTHER:</b>					
▼ Religion	12.7				
<b>Total</b>	128				

## GRADE 3

# 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
<b>LANGUAGE AND CITIZENSHIP</b>	45.6				
▼ Language Arts					
▼ Social Studies					
<b>SCIENCE, MATH, AND TECHNOLOGY</b>	34.9				
▼ Mathematics					
▼ Science					
▼					
<b>PHYSICAL EDUCATION</b>	10.7				
▼DPA					
<b>FINE ARTS</b>	13.4				
▼					
▼					
<b>HEALTH AND CAREER EDUCATION</b>	16.1				
▼					
<b>OTHER:</b>					
▼Religion	8.1				
<b>Total</b>	128				

## KINDERGARTEN



## Intermediate Program Grades 4-9 - Appendix 3

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

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

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

Intermediate	Instructional Time		Course Overview/Outlines "x" if Course Overviews include:				
	Ministry Recommended Time Allotment	School Time Allotment	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
<b>Subjects:</b> <b>List any additional subjects taught, either under the appropriate category or under "OTHER"</b>							
<b>LANGUAGE AND CITIZENSHIP</b>	<b>35%</b>	47					
▼ Language Arts		30					
▼ Social Studies		12					
▼ Second Language (Gr. 5-8)		5					
<b>SCIENCE, MATH, AND TECHNOLOGY</b>	<b>30%</b>	40					
▼ Mathematics		28					
▼ Science		12					
▼ Computers							
<b>PHYSICAL EDUCATION</b>	<b>10%</b>	10					
▼							
<b>FINE ARTS (Gr. 4-7)</b>	<b>10%</b>	11					
▼							
<b>FINE ARTS (Gr. 8-9)</b>	<b>5%</b>						
▼							
<b>APPLIED SKILLS (Gr 8-9)</b>	<b>5%</b>						
▼ HCE		10					
<b>OTHER:</b>	<b>10%</b>						
▼ Religious Studies		10					
▼ Total		128%					

## GRADE 5

## Primary Program Kindergarten - Grade 3 Appendix 2

Complete the educational program chart below.

Primary	Course Overviews/Outlines "x" if Course Overviews include:				
	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
<b>Subjects:</b> <b>List additional subjects taught, either under the appropriate category or under "OTHER"</b>					
<b>LANGUAGE AND CITIZENSHIP</b>	59				
▼ Language Arts					
▼ Social Studies					
<b>SCIENCE, MATH, AND TECHNOLOGY</b>	24.2				
▼ Mathematics					
▼ Science					
▼					
<b>PHYSICAL EDUCATION</b>	12.8				
▼ DPA					
<b>FINE ARTS</b>	8.5				
▼					
▼					
<b>HEALTH AND CAREER EDUCATION</b>	10.7				
▼					
<b>OTHER:</b>					
▼ Religion	12.7				
<b>Total</b>	128				

## GRADE 2

## Intermediate Program Grades 4-9 - Appendix 3

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

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

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

Intermediate	Instructional Time		Course Overview/Outlines "x" if Course Overviews include:				
	Ministry Recommended Time Allotment	School Time Allotment	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
<b>Subjects:</b> <b>List any additional subjects taught, either under the appropriate category or under "OTHER"</b>							
<b>LANGUAGE AND CITIZENSHIP</b>	<b>35%</b>	47					
▼ Language Arts		30					
▼ Social Studies		11					
▼ Second Language (Gr. 5-8)		6					
<b>SCIENCE, MATH, AND TECHNOLOGY</b>	<b>30%</b>	41					
▼ Mathematics		30					
▼ Science		17					
▼ Computers							
<b>PHYSICAL EDUCATION</b>	<b>10%</b>	10					
▼							
<b>FINE ARTS (Gr. 4-7)</b>	<b>10%</b>	11					
▼							
<b>FINE ARTS (Gr. 8-9)</b>	<b>5%</b>						
▼							
<b>APPLIED SKILLS (Gr 8-9)</b>	<b>5%</b>						
▼ HCE		9					
<b>OTHER:</b>	<b>10%</b>						
▼ Religious Studies		10					
▼ Total		128%					

GRADE 6/7

# 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
<b>LANGUAGE AND CITIZENSHIP</b>					
▼ Language Arts	46.6				
▼ Social Studies	12.8				
<b>SCIENCE, MATH, AND TECHNOLOGY</b>					
▼ Mathematics	25.6				
▼ Science	12.8				
▼					
<b>PHYSICAL EDUCATION</b>					
▼DPA	8.6				
<b>FINE ARTS</b>	12.7				
▼					
▼					
<b>HEALTH AND CAREER EDUCATION</b>					
▼					
<b>OTHER:</b>					
▼Religion	8.5				
<b>Total</b>	128				

## GRADE 1

## Intermediate Program Grades 4-9 - Appendix 3

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

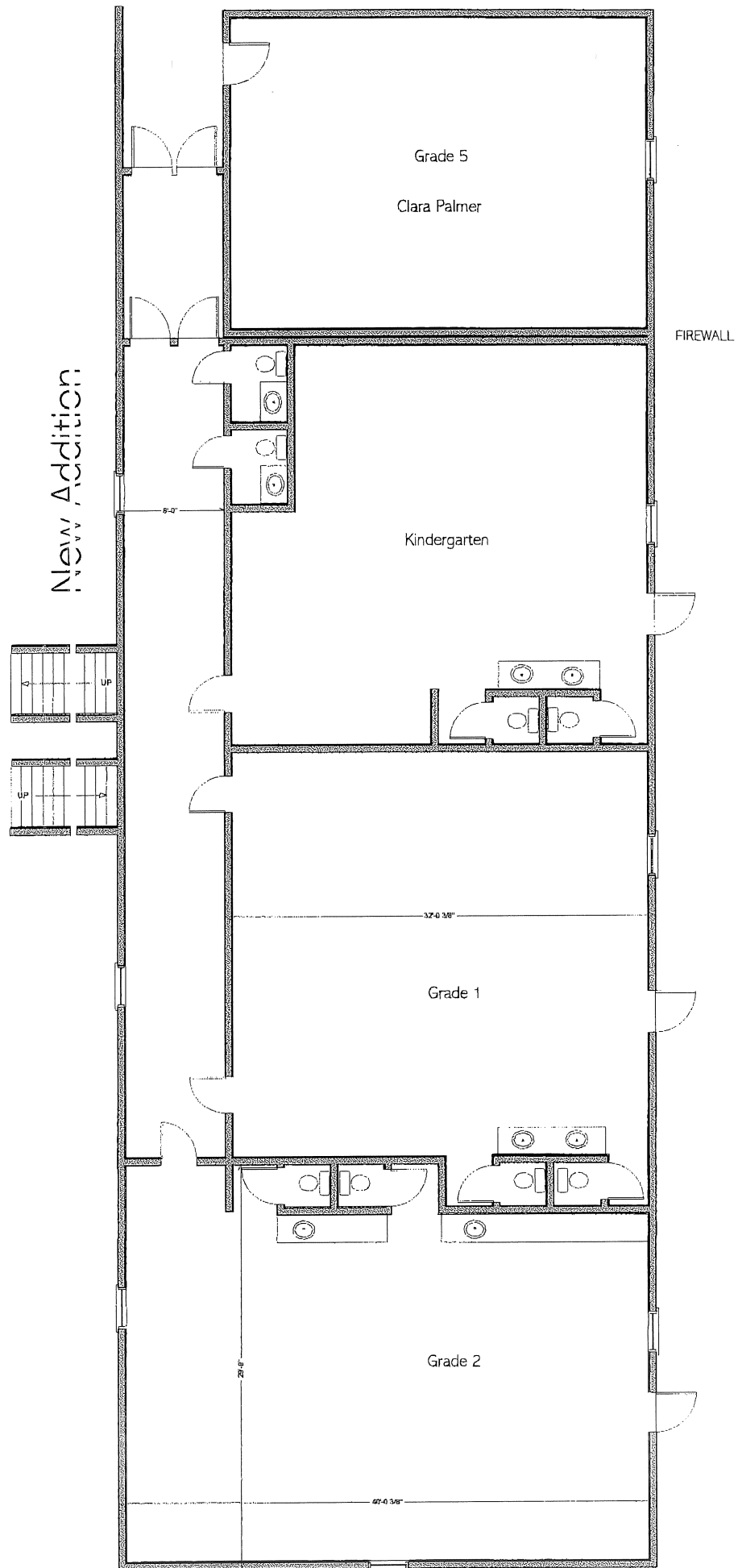
**Note:** If the delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this Appendix twice and identify the grade levels for each subject.

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

Intermediate	Instructional Time		Course Overview/Outlines "x" if Course Overviews include:				
	Ministry Recommended Time Allotment	School Time Allotment	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
<b>Subjects:</b> <b>List any additional subjects taught, either under the appropriate category or under "OTHER"</b>							
<b>LANGUAGE AND CITIZENSHIP</b>	<b>35%</b>	47.4					
▼ Language Arts		38.8					
▼ Social Studies		8.6					
▼ Second Language (Gr. 5-8)							
<b>SCIENCE, MATH, AND TECHNOLOGY</b>	<b>30%</b>	35.7					
▼ Mathematics		25					
▼ Science		9					
▼ Computers		1.7					
<b>PHYSICAL EDUCATION</b>	<b>10%</b>	15					
▼							
<b>FINE ARTS (Gr. 4-7)</b>	<b>10%</b>	11					
▼							
<b>FINE ARTS (Gr. 8-9)</b>	<b>5%</b>	6.3					
▼							
<b>APPLIED SKILLS (Gr 8-9)</b>	<b>5%</b>						
▼							
<b>OTHER:</b>	<b>10%</b>						
▼ Religious Studies		12.6					
▼ Total		128%					

# GRADE 4





LIVING AREA  
4477 sq ft

## 2004 Graduation Program (Grades 10-12) Appendix 4

<b>Fine Arts and/ or Applied Skills 10, 11 or 12 :</b>	<b>4</b>	<b>108</b>					
▼							
<b>Graduation Transitions:</b>	<b>4</b>						
▼							
<b>ELECTIVE COURSES (28 CREDITS)</b>							
<b>Ministry Authorized Courses</b>							
▼							
▼							
▼							
<b>BOARD/AUTHORITY AUTHORIZED COURSES:</b>							
▼							
▼							
▼							

## 2004 Graduation Program (Grades 10-12) Appendix 4

Courses offered to meet graduation requirements		Course Overview/Outlines "x" if Course Overviews include:					
<i>List courses under appropriate heading and complete chart for each course</i>	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
<b>REQUIRED COURSES (48 CREDITS)</b>							
<b>Language Arts 10:</b>	4	145	X	X	X	X	
▼							
<b>Language Arts 11:</b>	4	145					
▼							
<b>Language Arts 12:</b>	4						
▼							
<b>Social Studies 10:</b>	4	145	X	X	X	X	
▼							
<b>Social Studies 11 or B.C. First Nations Studies 12 or Civic Studies 11:</b>	4						
▼							
<b>Mathematics 10:</b>	4	145	X	X	X	X	
▼							
▼							
▼							
<b>Mathematics 11 or 12:</b>	4						
▼							
<b>Science 10:</b>	4	126	X	X	X	X	
▼							
<b>Science 11 or 12:</b>	4						
▼							
<b>Physical Education 10:</b>	4	108	X	X	X	X	
▼							
<b>Planning 10:</b>	4	108	X	X	X	X	
▼							

## Intermediate Program Grades 4-9 - Appendix 3

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

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

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

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

## 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
<b>LANGUAGE AND CITIZENSHIP</b>					
▼ Language Arts					
▼ Social Studies					
<b>SCIENCE, MATH, AND TECHNOLOGY</b>					
▼ Mathematics					
▼ Science					
▼					
<b>PHYSICAL EDUCATION</b>					
▼					
<b>FINE ARTS</b>					
▼					
▼					
<b>HEALTH AND CAREER EDUCATION</b>					
▼					
<b>OTHER:</b>					
▼					



# **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 <sup>4</sup>	Teaching Assignment
		BCCT <sup>1</sup>	IS <sup>2</sup>	LOP <sup>3</sup>	Restriction (s)			For secondary teachers, use Ministry abbreviations (e.g. EN10)
MERRILL PALMER	100	P					S22	SC 10, BIO 11/12, GEO 10, ADMIN
ALOHA PALMER	100	P						GRADE 2
ALICE OLER	100	S						GRADE 4
VIGINIA PALMER	100		P					KINDERGARTEN
LAREE BLACKMORE	100		P					GRADE 1
GLORIA BLACKMORE	100		T					GRADE 3
GUY OLER	100		P					SC , MA, SS, PE COMP
MEMORY OLER	100		P					EN, PLAN, MU, SS
CLARA PALMER	100			✓				GRADE 5
VALERIE PALMER	100			✓				GRADE 6/7
CYSTAL OLER	100			✓				GRADE 6/7
BRIAN PALMER	100		SSR					REL ST, SUS RES

**BCCT<sup>1</sup>** 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"

**IS<sup>2</sup>** Independent Schools Certificate: Mark "T" if Temporary; "P" if Professional; "SR" if Subject Restricted; "SSR" if School and Subject Restricted

**LOP<sup>3</sup>** Letter of Permission

**CRC<sup>4</sup>** Criminal Record Checks: indicate for non teaching staff

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

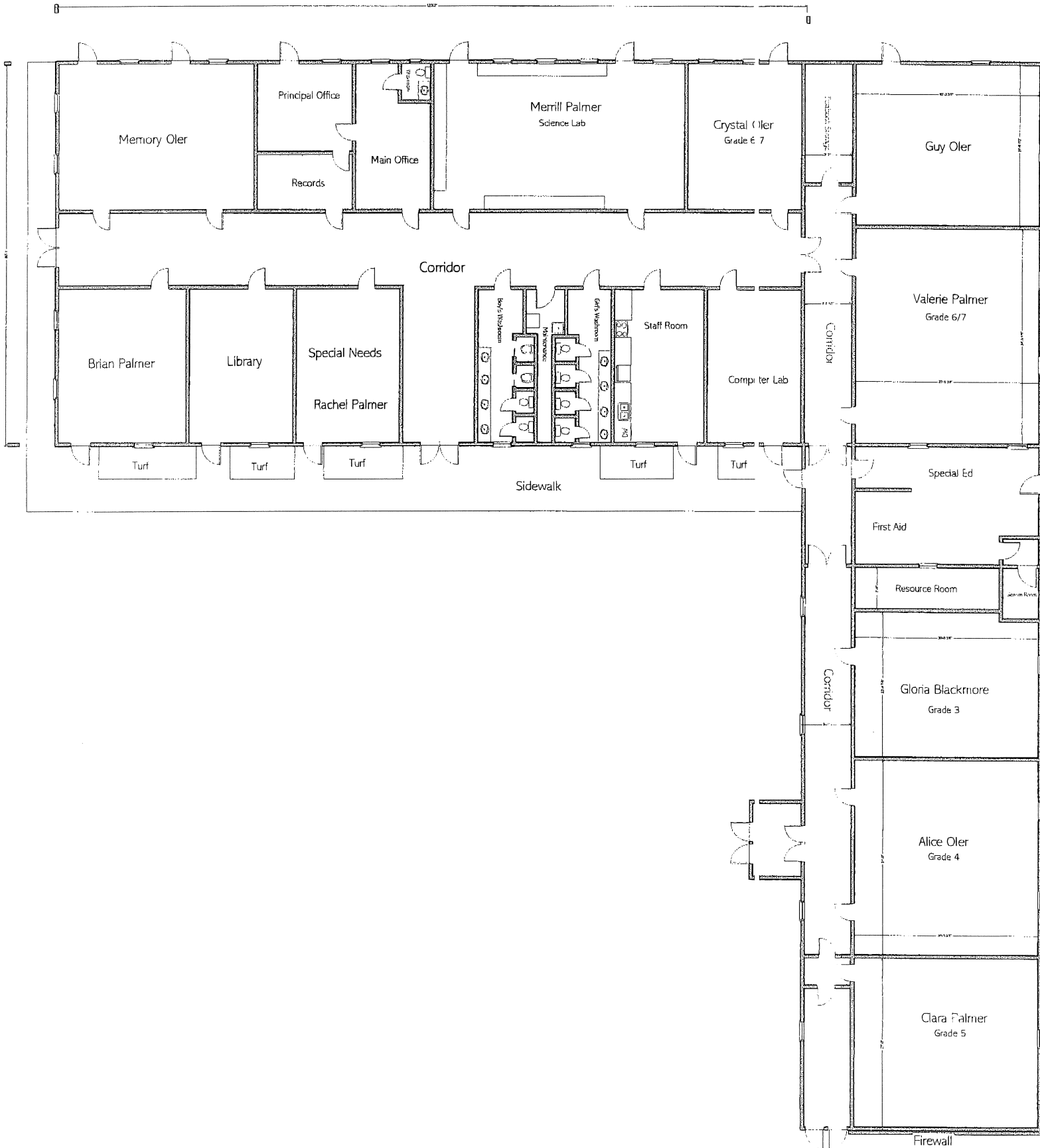
CHANTELLE QUINTON	100		SSR			
NATTIE QUINTON	100		SSR			
SUSAN STEED	50					✓
EMILY OLER	100					✓
MARGARET OLER	50					✓
EDITH BLACKMORE	100					✓
TONYA BLACKMORE	100					✓
MELISSA BLACKMORE	100					✓
ANNA M. BLACKMORE	100					✓
ROSALYN BLACKMORE	100					✓
RHODA PALMER	100					✓
ADA OLER	100					✓
RACHEL PALMER	75					✓
MARY OLER	100					✓
DOROTHY OLER	100					✓
JENNIE BLACKMORE	100					✓
ROSALIE BLACKMORE	50					✓
CHERYL PALMER	100					✓

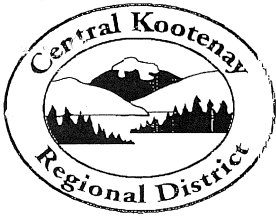
S22

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- BCCT**<sup>1</sup> 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"
- IS**<sup>2</sup> Independent Schools Certificate: Mark "T" if Temporary; "P" if Professional; "SR" if Subject Restricted; "SSR" if School and Subject Restricted
- LOP**<sup>3</sup> Letter of Permission
- CRC**<sup>4</sup> Criminal Record Checks: indicate for non teaching staff

# Bountiful Elem-Sec School





# Regional District of Central Kootenay

Box 590, 202 Lakeside Drive  
Nelson, BC V1L 5R4  
web: [www.rdck.bc.ca](http://www.rdck.bc.ca)

Telephone (250) 352-6665 Fax (250) 352-9300  
BC Toll Free 1-800-268-7325  
e-mail: [info@rdck.bc.ca](mailto:info@rdck.bc.ca)

**CRESTON OFFICE**  
**531B - 16th AVE. S.**  
**CRESTON BC V0B 1G5**

August 16, 2010

Merrill R. Palmer  
PO Box 226,  
Lister, BC V0B 1Y0

**RE: Bountiful Elementary – Secondary School**  
1070 JRB Road,  
Creston, BC  
V0B 1G2

Dear Mr. Palmer:

Please be advised that our records indicate the above mentioned school meets the B.C. Building Code requirements.

Sincerely,

**DARRYL PLOTNIKOFF,**  
Building/Plumbing Official

*w:\departments\bldsec2\correspondence/Bountiful.Elementary.doc*

**Waldman, Miriam EDUC:EX**

---

**From:** Vandeweg, Theo EDUC:EX  
**Sent:** Thursday, September 23, 2010 3:17 PM  
**To:** Waldman, Miriam EDUC:EX  
**Subject:** FW: 2011 FSA and 2010-2011 Provincial Exams: request for paper format only from 00896340 Bountiful Elem-Sec School

Miriam, I have connected with school and they will make accommodations to write e-exams. Please file with Bountiful. Thanks.

---

Not Responsive

S13

Not Responsive

Not Responsive

**From:** Kava, Martin W EDUC:EX  
**To:** Vandeweg, Theo EDUC:EX; Bowers, Anne EDUC:EX  
**Cc:** Walt, Nancy J EDUC:EX; Li, Jiemei EDUC:EX; Neufeld, Brenda EDUC:EX; 'Me' <bountifulschool@gmail.com>  
**Sent:** Wed Sep 22 07:58:36 2010  
**Subject:** 2011 FSA and 2010-2011 Provincial Exams: request for paper format only from 00896340 Bountiful Elem-Sec School

Theo and Anne:



In consultation with all parties concerned, would you please review the request note included below and respond to Merrill Palmer, principal of Bountiful School?

In connection with the request for a paper format version of the 2011 FSA, I ask that you please advise me of your decision in time for me to make appropriate arrangements for FSA materials preparation and distribution.

Thank you.

Martin Kava,  
FSA Administration,  
Student Assessment Branch,  
Ministry of Education,  
Telephone 250-356-2192  
E-mail [Martin.Kava@gov.bc.ca](mailto:Martin.Kava@gov.bc.ca)

---

**From:** Me [<mailto:bountifulschool@gmail.com>]  
**Sent:** Tuesday, September 21, 2010 4:21 PM  
**To:** Kava, Martin W EDUC:EX  
**Subject:** Exams

Good afternoon Martin

I am faced with a bit of a dilemma of which I need your input. Are there provisions in place to accomodate the testing (both FSA's and Provincial Exams) for schools which lack internet accessibility? We fully endorse and support the FSA and provincial exam programs and we have consistently performed very well in meeting prescribed expectations, and furthermore, we wish to continue participating in these programs. However, due to philosophical reasons and occasional abuse of existing protocol regarding internet usage at our school, our board and membership have asked that we pursue alternative methods of participating in these exams without internet access. (i.e. hard copy versions) For the provincial exams, we could schedule to write in January and June which would alleviate that situation, except for the problem that our school finishes the year on May 31 and bringing students back 3 weeks later would be a challenge. To further complicate matters, I understand that Science 10 will be available only as an online examination after next year. I have semestered some of our classes this year to enable us to write English 12 and Science 10 in January, but logistically it is impossible to schedule Math 10 and English 10 to be written in January as well.

Currently, internet access is unrestricted to myself for administrative and financial requisites, but I have been asked to eliminate all access for student usage from our computer labs, which essentially severs our umbilical cord to the assessment branch for all online examinations. What provisions do you employ for other schools with similar situations?

In the meantime, I do need to register all our Grade 10 students for Science 10, and our Grade 11/12 students for English 12 for the January session. I assume the necessary registration forms are in the Handbook of Procedures, is that correct?

Feel free to forward my concerns on to other appropriate departments if necessary.

Thank you. I would appreciate your assistance.

Merrill Palmer, Principal  
Bountiful Elem-Sec School  
Creston, BC

**ORIGINAL**

**A. School Information**

NAME OF SCHOOL <b>Bountiful Elementary Secondary School</b>	
ADDRESS OF SCHOOL <b>1070 JRB Road</b>	SCHOOL MINISTRY CODE
CITY <b>Lister BC</b>	POSTAL CODE <b>V0B 1G2</b>
NAME OF SOCIETY/COMPANY <b>Bountiful Elementary Secondary School Society</b>	
GRADE RANGE (of grades offered)	ENROLMENT

**B. Classification Recommendation**

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

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

Grade Levels
K -10

**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)**

Joanne Den Boer

Mary Manton

Raymond Sutton

**Signature(s)**

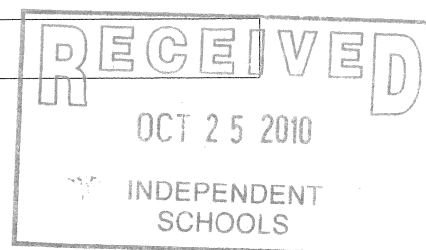
*[Handwritten Signature]*

*[Handwritten Signature]*

*[Handwritten Signature]*

**Date of EEC Visit:**

October 13 and 14, 2010



**EXTERNAL EVALUATION REPORT  
ON  
Bountiful Elementary-Secondary School,**

ORIGINAL

1070 JRD Road, Lister, BC  
October 13 -14, 2010

---

## **INTRODUCTION**

Bountiful Elementary-Secondary School (BESS) is a Group 1 independent school that has been in operation since 1958. The school, which is co-educational, currently enrolls 229 students in Kindergarten through Grade 10. The Authority also operates a Grade 11-12 program, for 19 students, under a Group 3 classification. The school employs 12 teachers.

**An External Evaluation Committee, 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,** visited the school for two days, October 13 - 14 2010. The committee, consisting of Mrs. Mary Manton, Ms. Joanne den Boer and Mr. Raymond Sutton, (Chair) toured the facility, visited classrooms to observe program delivery, examined daily and long range plans and reviewed course overviews and student assessment procedures. All student and staff files were reviewed as were policies, handbooks, communication methods and safety procedures. Meetings were held, as necessary, with members of the administration and staff.

The EEC met with the staff prior to classes on the first day to explain the evaluation process and reported out to the staff before leaving the school.

The EEC would like to thank the Principal and staff for their hospitality and the full cooperation extended to the committee members throughout their stay at BESS.

## **1. GENERAL INFORMATION**

BESS is operated by the Bountiful Elementary-Secondary School Society a registered not for profit society (#S22969). The society is in good standing with the BC Society Act requirements. The last annual report and financial statements were filed with the Registrar of Companies on January 25, 2010.

The Society is made up of five members, four of whom make up the Board which meets annually. The Principal, who is a member of the Board, has been delegated the authority for the day-to-day operation of the school. The principal is responsible for all aspects of the operation of the school in addition to which he has daily teaching responsibilities. Plans are in place for him to be able to reduce

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Bountiful Elementary-Secondary School  
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his teaching responsibilities in the second term and it is hoped that in the future he will be able to serve as the full time administrator for the school.

The school operates on a four day, extended hours schedule. The Kindergarten program is a half day program. Kindergarten through Grade 7 operates on a linear timetable; Grade 8, 9 and 10 have some of their core courses semestered.

## **2. FACILITIES**

Over the last two years the school has undergone additions, renovation and upgrading. The grounds have been beautified, fences extended and black top and grassed areas added. All this work has resulted in an attractive and functional school.

The main building is "L" shaped and houses all the classrooms and support services. In addition to offices, washrooms and storage space there are 11 classrooms, a science room, a computer lab, a library, a learning assistance room and a special needs room. On the lower level of the newest addition a meeting room capable of accommodating all the students has recently been completed. A separate building, approximately 300 metres from the classroom block is used for music and if necessary indoor physical education classes.

Outside play space consists of a paved area, a sports field and an outdoor basketball hockey court. With the realignment of the school's property boundaries the primary playground had to be removed. Plans are being developed to fund raise for the building of a new adventure playground, hopefully within the year. The play area is checked daily by the staff on duty.

The EEC confirms an occupancy permit is on file for the addition completed since the last external evaluation two years ago. The buildings are in compliance with municipal codes and regulations and a letter, to that effect, is on file from the Regional District of Central Kootenay.

All alarms, fire extinguishers and safety equipment are inspected annually and are in good working order. Fire, earthquake and lock-down drills are carried out on a regular basis and written records are kept.

Responsibility for the cleaning of classrooms falls to the students and classroom teacher. The halls, bathrooms, outside areas etc. are cleaned each evening by contracted janitorial staff. Maintenance tasks that cannot be handled by the school staff are contracted out.

## **3. SCHOOL PHILOSOPHY AND PRACTICE**

The school was established and continues to function in order to provide the best educational opportunities possible for students from the supporting community. The school is committed to being an inclusive school serving all students from the community irrespective of physical or mental challenges. This inclusiveness

was very evident and the EEC commends the students and administration at BESS on the strong, inclusive atmosphere in the school.

**The stated philosophy and activities observed during the inspection suggest that the school is fulfilling the requirements of Section 1 of the Schedule of the *Independent School Act*, regarding the school program.**

#### **4. SCHOOL ADMINISTRATION**

The principal who has been a teacher for 30 years has been the Principal at BESS for 24 years. His main responsibility is the oversight of the education program in order to insure a quality program is offered that conforms to the requirements of the BC Ministry of Education. He is responsible for the physical and spiritual well-being of the school community and is the voice of the school in the local and broader community. He is extremely dedicated to his role as the school leader.

The Principal has the help of a secretary who works with him to ensure the student records are kept up-to-date and helps prepare the required reports to government.

Student files are kept in fireproof locked cabinets in the main office. Included in the file are: up to date completed form 1704 for all students along with registration and medical information, and copies of previous report cards. Files also contain copies of birth certificates and verification of parent's being legally in Canada and resident in BC.

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

**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 EEC reviewed the handbooks and determined that BESS has a set of policies, including all those stipulated by the Office of the Inspector of Independent Schools, in place. These policies are communicated to staff, students, and parents.

The Independent School e-board is checked on a regular basis by the Principal who disseminates communications and information from the Ministry of Education and the Office of the Inspector of Independent Schools to the appropriate members of staff.

Appropriate first aid equipment and supplies are kept in the office and medical room.



Parents are kept up to date through various forms of communication, including newsletters, three full academic reports, interim reports and parent teacher interviews.

Staff meetings are held throughout the year and records kept.

Employer lists have been submitted to the BCCT and the office of the Inspector of Independent Schools.

## **5. TEACHER CERTIFICATION**

**The School Principal holds a valid BC teacher certification, as required by Section 8 of the Act.**

The EEC confirms that the number of teachers, both full and part time as reported on the 1601 is correct. As of September 30, 2009, the school staff consisted of 12 teachers. Three of the teachers hold certificates issued by the BC College of Teachers, six hold Independent Schools Certificates. One of the Independent School Certificates is subject and school restricted. Three of the teachers are on valid current Letters of Permission. The EEC confirmed that the current teaching assignments are appropriate to the training and experience of each teacher. Teachers holding restricted certification have appropriate teaching assignments.

**Teachers employed by the school as of September 30, 2010, 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.**

New staff members are orientated to the school during meetings held during the three weeks before the school year starts. Professional Development is based on individual teacher interests and needs. The record shows that the staff has been able to attend a wide range of workshops and conferences in BC, Alberta and in the USA. There is clearly a strong commitment on the part of the school to provide meaningful PD for the teachers. The EEC confirms that the professional development activities are appropriate and encourages the school to continue exploring ways to support the teacher's professional growth.

A teacher evaluation policy is in place. Teachers are evaluated at least every five years. The Principal is evaluated every seven years by a qualified, external professional. Teacher turnover is very low with no new teachers joining the staff in the last two years.

**There is evidence on file that criminal record checks have been completed for all employees or contractors working with children.** No criminal record checks on file are older than five years.

## **6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION**

BESS is divided into two divisions: Elementary School K-7 and High School Grades 7-12.

### **Primary Program (Kindergarten to Grade 3)**

The four primary classes are single-graded, located mostly in the new addition completed in the summer 2010. A striking feature of the primary program is the provision for several teacher assistants (TA) in each classroom. The TA's support the classroom teacher with curriculum delivery and provide learning support to students in the class.

The classrooms have appropriate space to meet the needs of the students. Desks and tables are arranged in various configurations. Each classroom has its own unique décor thus providing a cozy learning atmosphere. Two of the new classrooms are outfitted with washroom facilities for boys and girls.

Children's work is displayed in each classroom. The work is constantly changed and updated with new projects or activities that the children have recently completed.

The EEC commends the primary teachers for their meticulous linking of the prescribed learning outcomes to the curricular content and for showing cross curricular links between subjects. Some course overviews are in the process of being updated to reflect changes in the acquisition of new educational and instructional resources. The EEC noted a variety of instructional strategies and learning activities that support and reflect the learning outcomes of the Integrated Resource Packages.

The EEC was impressed with the school's intentional use of natural materials to foster interest in and care for the environment. This was seen in art projects the children had completed, thematic units of study, and displays in the classroom. Teachers deliberately select materials from the "real world" to create authentic learning experiences.

### **Kindergarten**

Two years ago, the school initiated and implemented a half-day kindergarten program. The children come daily, arriving at school at 7:30 a.m. and staying until 11:30 a.m. There is no afternoon session and the school does not offer a full-day kindergarten program to any of their students. The current program uses a thematic approach.

The classroom bulletin boards display student work, and also serve as a way to track student choices made at the various learning centres. These are set up and taken down on a daily basis to maximize classroom space. They address literacy, numeracy, fine arts, gross and fine motor skills, as well as pretend play. Student

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interest is considered when designing learning centers, and the teacher exercises flexibility to accommodate their needs and interests. Cooperation, participation, and independent learning are also targeted at the centres. Large cupboards hold sizeable containers of a large quantity and variety of hands-on, theme-based learning materials for the children.

The students with learning challenges are fully included and integrated in the classroom activities. Teacher assistants assist all students, not just those with learning challenges. The course overviews, arranged by theme, clearly reflect cross curricular integration. The teacher uses the assessments from the Kindergarten Learning Project and uses elements from the Ministry's Classroom Assessment Model. Other assessment practices include checklists for specific skills, anecdotes, ongoing observation, dialoguing with students, and having students demonstrate their skills. The EEC confirms the content, assessment for planning, and achievement indicators are meeting prescribed learning outcomes.

### **Language Arts-English**

The school has recently acquired new Language Arts resources. Teachers are currently using materials from Christian Light Publication and Pathways to create continuity between grades. Spectrum is used for spelling in some classes. Phonics instruction is supplemented by using workbooks from Modern Curriculum Press. Guided reading provides a strong support to the children. A variety of reading materials at different levels are available including books from Rod and Staff publications. Additionally, books are available in class for independent reading. Several classes have a read-at-home program which is supported by the parent community. Kits are available for students requiring extra help. The EEC observed the children enjoy reading silently and being read to. Oral speaking is addressed in a variety of ways, e.g. reading aloud, drama, play, oral presentations, and show and tell. Comprehension questions, worksheets, and anecdotal observations comprise the main form of assessments, but checklists and rubrics are also used. The course overviews demonstrate that the learning outcomes are being met, not just through Language Arts activities, but also in other subject areas.

### **Mathematics**

The two main resources for math instruction are Math Expressions and Math Makes Sense. Students have textbooks as well as consumable workbooks. Visual and experiential examples and direct instruction are pedagogical strategies used in class, supplemented with a variety of math manipulatives to explore math concepts. Pattern blocks, unifix cubes, base ten blocks, puzzles, games are readily available. Teachers show enthusiasm for the Kim Sutton Math strategies. Daily review is built into the lessons, and learning the math facts is part of this process in some classes. With the recent addition of new math resources, course overviews are being revised; initial indications suggest that the learning outcomes are being met. Assessment strategies include tests, daily assignments, oral questioning, and checklists of observations.

## **Social Studies**

Student portfolios and bulletin boards demonstrate connections to the learning outcomes. Teachers access the internet to supplement their own instructional materials as well as provide additional resources to the students when chosen topics are not available in the class or school library. Publishers such as Rod and Staff, Nelson's The All About Series, Canadian Curriculum Teacher Helper, Oxford, and Christian Light Publications are used to address the Ministry's prescribed learning outcomes. A review of the course overviews show the learning outcomes are being met in a variety of ways.

## **Science**

Course overviews, daily plans, thematic binders, and classroom observation give evidence that teaching strategies and assessment practices meet the Ministry prescribed learning outcomes. Students have opportunities for sensory engagement through hands-on learning, evidenced, in one example, by a habitat display and fish tank in one classroom. Students are assessed through science journals, oral and written tests or quizzes, worksheets, level of participation, and observational checklists. Methods of teaching include; reading textbooks, direct instruction, teacher demonstrations, guess and check, and questioning. Resources include materials from Scholastic, Portage & Main Press, Silver Burdett Ginn Science, and Christian Life Publications.

## **Physical Education**

Playing games is a key component of the Physical Education in the primary grades. Games address many components such as skill development, trying new things, cooperation, choice making, following rules, and developing a sense of fair play. Physical Education is taught for forty-five minutes three days per week, and for thirty minutes once per week. Teacher assistants participate in the P.E. classes which creates a high level of enthusiasm and rigorous participation in the students. Some of the Dance learning outcomes are addressed in P.E. Class instruction includes some direct skill and drill, with opportunities for students to practice the new skill. Assessment consists of teacher observations, rubrics for performance levels, willingness to share ideas, cooperation and participation.

## **Daily Physical Activity**

Since Physical Education occurs daily, some of the time allotted for DPA comes from PE classes. The EEC observed outdoor activities during recess and lunch in which students were engaged in a vigorous game of tag on one field, and a ball game on another. The DPA activities are organized, facilitated, and supervised by teachers and/or assistants, keeping the level of intensity high, thus meeting the objectives of DPA. Course overviews reflect a distinct program for DPA.

## **Fine Arts: Visual Arts, Music, Dance, Drama**

The school enjoys the many and varied talents within the school and the supporting community, and can be proud of the great variety of projects and



activities that aim to develop students fine arts talents. Students have many opportunities to develop skills and creativity. The EEC observed student art projects in process and on display. Drama is addressed in a variety of ways. It is not given a specific block in the time table but it is interwoven through other subject areas such as Social Studies and Language Arts. Dance, particularly dances of different cultures, is addressed in Physical Education. Music is a key component in BESS' Arts Education curriculum. Teachers provide opportunities for singing on a daily basis, not only in the Music instructional block which occurs once per week. Songs are used to teach concepts in Language Arts and Math. Students are introduced to the technical aspects and theory of music early on, with an emphasis placed on learning patterns and rhythm. A review of the course overviews confirms that the prescribed learning outcomes in the Fine Arts IRPs are being met.

### **Health and Career**

Students explore careers through a variety of activities that are developmentally appropriate. Students receive instruction in basic First Aid at all levels, facilitated by a certified first aid instructor on staff. Some of resources used are Good Growth Guide and a child's version of the St. Johns Ambulance program. It is evident that the learning outcomes are supported in a variety of ways, including guest speakers (e.g. nurse, dental hygienist, fire man) and field trips (fire hall, crop producers, health centers). Course overviews and classroom activity observations provide evidence that the learning outcomes are being met.

### **Learning Assistance**

The goal of the learning assistance program is to move students towards independence. In addition to each classroom having several teacher assistants, the school employs a full time certified special education assistant (SEA). Under the direction of the classroom teachers, the SEA provides a combination of services such as in-class support, one-on-one support to specific students, and pull-out sessions for small groups who come to the room designated for learning assistance. These approaches are designed to reinforce the regular classroom program. Individual Education Plans are created through a collaborative process involving the teachers, SEA, and parents. Teachers write the IEPs. The school is looking into adding additional software programs for remediation.

The school has submitted six special education grant applications for supplementary funding. However, the school has several other students who have designated special needs or health issues, although they do not meet the criteria for funding. Despite funding pending, the school still operates a special education program under the direction of the principal, teachers, and supported by the SEA. IEPs are in place for these students. A special education resource room was a recent addition to the school. A physiotherapist comes weekly to work with several students. The school receives services from SET-BC.



Course overviews for English Language Arts, Math, Social Studies, Science, PE, Health and Career, and Fine Arts include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

### **Intermediate Program (Grades 4 to 7)**

The intermediate division consists of four separate classrooms, one designated for each grade. Classroom teachers generally teach the entire curriculum with the exception of French to Gr. 5, 6 and 7. Each intermediate classroom has one or more teaching assistants. The teaching assistants assist the classroom teacher with implementation of curriculum and are an invaluable resource to students that require support.

The intermediate classrooms are brightly decorated with attractively displayed student work; as well as curriculum based bulletin boards. The classrooms are well lit with appropriate physical space to meet the needs of the students. The desks are arranged in various configurations to suit the lessons and the activities within the individual classrooms.

Course overviews, day plans, student work and student assessment documents were reviewed by the EEC in each grade. Many of the teachers have found the course overview format presented at a recent Ministry of Education in-service extremely useful and are making great strides to update course overviews to ensure all elements are present and overviews are consistent. Teachers use a variety of teaching strategies and learning activities to ensure the prescribed learning outcomes are met. Assessment tools to evaluate student progress include BC Performance Standards, checklists, anecdotal records, portfolios, tests, assignments, and quizzes. Teachers use the computer program Grade Quick to collect and record student data.

### **Language Arts-English**

The language arts program demonstrates a balance of reading, writing, speaking and listening. Students are exposed to a variety of teaching strategies and the EEC observed students actively engaged in their learning. Evidence of student writing was displayed on walls and within student portfolios. The EEC observed one class of students engaged in a writing activity that had students reading each other's stories and adding their creative twist to them. A variety of resources including Christian Light Units, Pathway Reading Program, Spectrum and Alta Reading Program are being used in all the intermediate classrooms. Class and school library books are used to supplement the language arts program.

### **Mathematics**

In reviewing the course overviews, the EEC observed that the content, assessment for planning, and achievement indicators are being implemented in

the Math program and meeting prescribed learning outcomes. The main resource for the intermediate grades is Math Makes Sense. Other resources used to enhance the program include Kim Sutton Math Drills and Spectrum Math. The students were exposed to different approaches from the new resources and teachers were enthused by the results that helped ensure the prescribed learning outcomes were met.

### **Science**

In reviewing the course overviews, the EEC observed that the content, assessment for planning, and achievement indicators are being implemented in the science program and meeting prescribed learning outcomes. The primary resource for the intermediate classes is Science Probe with a variety of other resources being used to enhance the program. Teachers also access the information from the internet. Power point presentations on specific science topics provide additional resource material. The environment in the Bountiful area is also used as a resource to enhance the science program and meet certain prescribed learning outcomes. The EEC observed one class studying a unit on Wetlands. Within this study the students had the hands on experience of studying a wetland in the area. Curriculum- based bulletin boards and student work confirmed that the Science prescribed learning outcomes were being met.

### **Social Studies**

Course overviews and EEC observation confirmed that students are exposed to different teaching strategies within this subject area. Project work and curriculum based bulletin boards were observed by the EEC. One class was making butter as part of a Pioneer Unit. The main resource used to implement the Social Studies IRP was the Outlooks Program. Resource books from the library, field trips, videos and internet access for research are all used to enhance the program and ensure the prescribed learning outcomes are being met.

### **Physical Education**

Students in Grades 4 to 7 have 4 thirty minute and one 45 minute class per week in PE. When the weather permits physical education classes utilize the outside fields and basketball courts. Course overviews were reviewed and in most cases evidence of content, planning for assessment, assessment indicators, and resources gave sufficient evidence that the prescribed learning outcomes were being met. The time allotment on the timetables meets the Daily Physical Activity (DPA) requirement. DPA implementation plans are included with the PE course overviews.

### **Health and Career Education**

Course overviews in the intermediate grades clearly indicated content, planning for assessment, achievement indicators and resources used to ensure the prescribed learning outcomes were being met. A topic on Reaching Your Goals was indicated on a Grade 5 Day book and corresponding to it was a lesson from

the Rick Hanson Program. Health and Career was scheduled on each of the intermediate classroom timetables indicating it was taught as a separate subject.

### **French**

French is being taught as a second language by a French specialist to Grade 5, 6 and 7 for two thirty minute periods per week per grade. Course overviews included the content, planning for assessment, achievement indicators and resources used to ensure that the learning outcomes for each grade level were met. French songs were taught to enhance both the French and music program. The EEC observed a Grade 6 French class where students were completing a project on The Four Seasons providing an example that the prescribed learning outcomes were being met.

### **Fine Arts**

Fine Arts course overviews were reviewed for art and music. Course overviews for both subject areas reflected the elements containing content, planning for assessment, achievement indicators and resources. Resources used to meet the visual arts PLOS included Art A Beka Book, Art with a Purpose and Busy Teachers Guide for Art. Evidence within the music course overviews indicated use of a variety of resources including Note Stories, Mind Music Games as well as instruments including recorders and angklungs. Dance is also a strong component of the music program. The EEC observed students sharing many of their talents both in the music and visual arts areas. The EEC observed a number of grades performing music selections during a school assembly, a highlight being a class both singing and playing the instrument, angklung to a selection. Within this performance there was strong evidence that students were meeting the prescribed learning outcomes for music.

### **Foundations Skills Assessment (FSA)**

Students in Grades 4 and 7 participate in the Foundation Skills Assessment required by the Ministry of Education. Teachers within the school have attended training sessions to mark FSA booklets offered by the Ministry of Education. Students complete certain sections of the test online and teachers mark the written sections of the test and submit results to the Ministry. Results are sent home to the parents. The school discusses the results as a group and instructional recommendations are made based on strengths and areas identified for growth.

### **Report Cards**

Report cards are issued three times a year to all intermediate students. The report card format includes letter grades, percentages, and anecdotal comments for all subject areas.

### **Special Activities**

A number of special activities and field trips occur at Bountiful School throughout the school year to enhance the educational program and build community. Field

trips that are curriculum-based include Fort Steele, a Hutterite colony, and Creston Town Hall. Special activities centre on theme days such as Pioneer Day, China Day, Famous Canadian Day, and Hundred Day. Community programs for both parents and pre-schoolers include teas with student performances and buddy days.

### **Late Intermediate Program (Grades 8 & 9)**

The late intermediate program offers some courses on a linear basis while others are on a semester schedule. Students receive instruction separately for core subjects. Students move from class to class for instruction from a variety of teachers. A classroom, set up as a lab, is used to instruct the science classes.

### **English**

A balanced program including reading, writing, speaking and listening are all evident in the English program for Grades 8 and 9. Course overviews reflect all elements including content, assessment for learning, achievement indicators and resources to ensure the prescribed learning outcomes are being met. Resources include Christian Light Education, On Teaching Writing, Speaking Rules, Vocabulary Workshop, and Reading to Learn Series. EEC observed classes where the students were actively engaged and work reviewed ensured prescribed learning outcomes were being met.

### **Mathematics**

Mathematics in Grades 8 and 9 are taught exclusively using the program Math Makes Sense. The course overviews for this subject included copies of the content and outcomes taken directly from the teacher's guide book. Attached to the program's outline was the Prescribed Learning Outcomes from the Ministry. Further development of course overviews is needed to organize and ensure that the elements of content, assessment for learning, achievement indicators, and resources are present to provide evidence that there is clear linkage to the PLOs.

### **Science**

Science is being taught in the first semester of the school year. Grades 8 and 9 are taught primarily using the programs Science Probe 8 and BC Science 9. The links provided online by the science programs provide additional resources including power point presentation supplement the program. The course overviews for this subject included copies of the content and outcomes directly from the teacher's guide book. Attached to the program's outline was the Prescribed Learning Outcomes from the Ministry. Further development of course overviews is needed to organize and ensure that the elements of content, assessment for learning, achievement indicators, and resources are present to provide evidence that there is clear linkage to the PLOs.



### **Social Studies**

Social Studies for Grades 8 and 9 will be taught in the second semester. Course overviews were available to review for Grade 9. Further development of course overviews is needed to ensure that the prescribed learning outcomes are being met. The primary resource for Grade 9 is the Crossroads Program. The resource Pathways was in the Social Studies classroom indicating that it was the resource used to teach the Grade 8 program.

### **French**

French 8 is offered every second year to a combined grade 8-9 class. French overviews were not available for review as French will not be offered until 2011.

### **Physical Education**

Classes in PE are scheduled for three 60 minute periods per week in a multi-grade setting for Grades 8, 9 and 10. Boys and girls are taught separately by two teachers. The course overviews for the girl's programs show sufficient differentiation for grade level learning outcomes for students in grades 8 to 10. Course overviews for the boys program do not indicate sufficient differentiation for grades level outcomes and the EEC requests that further course development take place in order to clearly differentiate learning outcomes for each of the grades 8 through 10.

### **Fine Arts**

Students in Grade 8 to 10 are taught Band in a multi-grade setting. Students within this course range from beginners to intermediate. The EEC reviewed course overviews and noted that attention was given to grade differentiation to ensure learning outcomes were met for all three grade levels. Students are exposed to a variety of instruments. The EEC observed a class that gave evidence to the different levels of proficiency which confirmed the differentiation of instruction between grades.

### **Applied Skills**

The school is equipped with a PC computer lab with internet access. The EEC reviewed the BAA Course submission to the Ministry and confirmed prescribed learning outcomes and implementation plan. The EEC observed the Grade 8 class engaged in a word-processing class.

### **Health & Career Education**

As Health and Career 8 & 9 are offered on the alternate years, the EEC did not observe this class. The course overviews were reviewed and linkage to the BC learning outcomes was evident with various resources including "Health for Life" being used.

### **Report Cards**

Late intermediate students receive three report cards within a school year. The report card format includes letter grade, percentage for each subject that a



student is receiving instruction in for that term. In some subject areas anecdotal comments are given.

**The educational program in Kindergarten – Grade 9 meets the time requirements as specified in the Educational Standards Order (Section 2, 3, 4).**

#### **Graduation Program (Grade 10)**

While BESS offers a full graduation program; Grades 11 and 12 are provided under a Group 3 classification so were not reviewed by the EEC.

Grade 10 uses the same seven one hour periods per day schedule as the rest of the high school. Science 10 is taught two hours per day for the first semester and Social Studies will be taught during the second semester. All other courses are taught throughout the year. All subjects meet the Ministry's allotted time requirements. It is evident that the teachers are involved in both short and long-term planning for the delivery of curriculum, though not all course overviews meet Ministry standards. There was evidence a range of assessment methods were being used. Overviews for the Social Studies classes were not provided because the classes will not be taught until the second semester.

**The EEC examined course offerings, and found that a sufficient number and selection of courses are offered at Grade 10 to enable students to move on to Grade 11 and 12 and meet BC graduation requirements.** Students complete Grade 10 at BESS with between 32 and 34 Grade 10-11 credits.

Planning 10 is taught in units over two years to students in Grades 10 and 11 so that by the end of the two year cycle all students have met the course requirements.

The DPA requirement is met by all students in Grade 10 taking PE for 180 minutes per week.

For provincially examinable Grade 10 courses, the Principal appoints a teacher, not responsible for course instruction, to invigilate the exam. In order to improve instruction, examination results are reviewed by the Principal and the subject teachers. Over the last two years the BESS students have scored between 10 and 17% above the Provincial average on all the Grade 10 examinations.

Because of the number of students not all courses are offered every year. But a system is in place to ensure that all students will be able to take all the necessary courses over a two year cycle.

### **Language Arts 10**

The course overview for English 10 is in place and being used by the teacher to ensure the learning outcomes for the course are being met. The focus is on the development of vocabulary, grammar, reading and writing skills. Students are exposed to a wide range of reading materials. The teacher has available a variety of resources for teaching the course and is always looking for ways to encourage and improve student learning.

### **Math 10**

The new math curriculum has been introduced at the grade 10 level. Textbooks for Foundations of Mathematics and Pre-Calculus 10 and for Apprenticeship and Workplace Mathematics 10 are used. The teacher and students do have access to a number of other resources such as; *The Learning Equation*, *Math Power 10*, *Study Buzz* and *T183 calculators*. Summative assessment, tests quizzes and examinations, accounts for 75% of the students mark with formative assessment i.e. observation, student achievement indicators, portfolio and homework making up the remaining 25%.

All the elements necessary to meet the requirements for course overviews are available but they need to be pulled together in a way that will not only meet the Ministry's requirements but also become a useful document for the teacher.

### **Science 10**

Science 10 is being taught as a semestered course. Responsibility for teaching the course is shared by two teachers who take the units they are strongest in. The primary textbook is *BC Science 10*. A room is set up as a lab and students have access to all the equipment and supplies necessary to undertake the activities that are part of the Grade 10 Science course. The course overview for Science 10 needs to be further developed to show clearly the content, teaching strategies, and learning outcomes.

### **Social Studies 10**

Social Studies 10 is not scheduled to be taught until the second semester; consequently course overviews for the current year were not available for the EEC.

All courses exceed the required number of hours of instruction.

**The EEC confirms that all course with the exception of Science 10, and Math 10 (Foundation/Apprenticeship), include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods). Long term plans, daily lesson plans and classroom observation provide evidence that the Ministry prescribed learning outcomes are being met.**

## **7. REPORT SUMMARY**

### **Commendations**

The EEC commends the students and administration at BESS on the strong, inclusive atmosphere in the school.

The EEC commends the primary teachers for their meticulous linking of the prescribed learning outcomes to the curricular content and showing cross curricular links between subjects.

### **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:**

While the EEC saw some evidence that the Ministry prescribed learning outcomes are being met in Math 8, 9 and 10 and in Science 8, 9 and 10, the course overviews do not always include content, planning for assessment and achievement indicators and linkages to the Ministry or authority-approved learning outcomes as required. The EEC concluded that the school needs to rework the overviews to comply with the requirements of Ministry of Education

The EEC requests that the overviews for the multi grade boy's PE class be reviewed and documented in order to clearly differentiation learning outcomes for each of the grades 8 through 10.

### **Statutory Requirements**

The EEC concludes that Bountiful Elementary-Secondary School has met all the statutory requirements.

## **8. SUMMATIVE RECOMMENDATION**

It is the opinion of the External Evaluation Committee that Bountiful Elementary-Secondary 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.



The Best Place on Earth

ORIGINAL

November 3, 2010

Mr. Merrill Palmer, Principal  
Bountiful Elementary Secondary School  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Palmer:

The External Evaluation Committee, which recently visited Bountiful Elementary Secondary School, has now filed its report. A copy of the external evaluation report is enclosed. The school is to be commended on the many positive elements reported on by the Committee. The Inspector or 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 report includes policy issues to assist the school in its further development. Please forward a letter to the Inspector of Independent Schools by **February 1, 2011**, verifying how the school plans to address the following:

- that the school needs to rework the overviews to comply with the requirements of Ministry of Education; and
- that the overviews for the multi-grade boys' PE class be reviewed and documented in order to clearly differentiation learning outcomes for each of the grades 8 through 10.

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

Sincerely,

Ed Vanderboom  
Executive Director of International Education  
Inspector of Independent Schools

EV/mw  
pc: Bountiful Elem-Sec School Society



The Best Place on Earth

November 3, 2010

Mr. Merrill Palmer, Principal  
Bountiful Elementary Secondary School  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Palmer:

The External Evaluation Committee, which recently visited Bountiful Elementary Secondary School, has now filed its report. A copy of the external evaluation report is enclosed. The school is to be commended on the many positive elements reported on by the Committee. The Inspector or 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 report includes policy issues to assist the school in its  
Inspector of Independent Schools by February 1, 2011,

- that the school needs to rework the overviews to comply
- that the overviews for the multi-grade boys' PE class be differentiated learning outcomes for each of the grades

Thank you for accommodating and assisting the external  
Your hospitality was appreciated.

Sincerely,

Ed Vanderboom  
Executive Director of International Education  
Inspector of Independent Schools

EV/mw

pc: Bountiful Elem-Sec School Society

ORIGINAL

Gayle Fyfe  
place in the school  
file.

March 11

8:30 AM

After several attempts to call the  
new principal Guy Oler, I did  
connect this morning. I reminded  
principal of the need to respond to  
the requirements of the EEC report as  
outlined in this letter.

He assured me the items had been  
addressed and understood this would be  
discussed at the EF. I told him he still  
needed to respond in writing and that  
further discussion would take place at  
the EF (April).

He was asked to respond in writing  
by April 1/2011

EV



**Eden, Gayle EDUC:EX**

---

**From:** Wright, Sylvia EDUC:EX  
**Sent:** Wednesday, March 2, 2011 12:53 PM  
**To:** Eden, Gayle EDUC:EX  
**Subject:** FW: Letter to Ed Vanderboom ev

---

**From:** Me [mailto:bountifulschool@gmail.com]  
**Sent:** Saturday, February 12, 2011 1:08 AM  
**To:** EDUC Independent Schools Office EDUC:EX  
**Subject:** Letter to Ed Vanderboom ev

# Bountiful Elementary – Secondary School

1070 JR Blackmore Road, Creston, B. C. V0B 1G2

(250) 428-4679 (250) 428-4789 FAX

---

February 11, 2011

Ed Vanderboom, Inspector of Independent Schools

PO Box 9153 Stn Prov Govt

Victoria, B.C. V8W 9H1

Dear Ed:

S14

S14

S14

Sincerely,

Merrill Palmer

## Eden, Gayle EDUC:EX

---

**From:** Bountiful School [bess@m-ts.ca]  
**Sent:** Friday, March 18, 2011 2:43 PM  
**To:** Eden, Gayle EDUC:EX  
**Subject:** External Evaluation Follow Up

Gayle,  
All course overviews have been reworked including the multi-grade boy's PE

Thank you  
Guy Oler.

**Waldman, Miriam EDUC:EX**

---

**From:** Vanderboom, Ed EDUC:EX  
**Sent:** Tuesday, April 5, 2011 11:18 AM  
**To:** Waldman, Miriam EDUC:EX  
**Cc:** Eden, Gayle EDUC:EX; Vandeweg, Theo EDUC:EX  
**Subject:** FW: Letter to Ed Vanderboom

Please place this in the school file

**Ed Vanderboom**

Executive Director International Programs  
Inspector of Independent Schools  
Office of the inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC, V8W 9H1  
phone: 250.356.2508 fax: 250.953.4908

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**From:** Vanderboom, Ed EDUC:EX  
**Sent:** Tuesday, April 5, 2011 11:17 AM  
**To:** 'bountifulschool@gmail.com'  
**Subject:** FW: Letter to Ed Vanderboom

Merrill Palmer

In response to your email seen below, I wish to make the following observations:

S14

regards

**Ed Vanderboom**

Executive Director International Programs  
Inspector of Independent Schools  
Office of the inspector of Independent Schools  
Ministry of Education



PO Box 9153 STN PROV GOVT  
Victoria, BC, V8W 9H1  
phone: 250.356.2508 fax: 250.953.4908

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Phone: (250) 356-8892

Fax: (250) 356-9154

---

**From:** Me [mailto:bountifulschool@gmail.com]  
**Sent:** Saturday, February 12, 2011 1:08 AM  
**To:** EDUC Independent Schools Office EDUC:EX  
**Subject:** Letter to Ed Vanderboom

# Bountiful Elementary – Secondary School

1070 JR Blackmore Road, Creston, B. C. V0B 1G2

(250) 428-4679 (250) 428-4789 FAX

---

February 11, 2011

Ed Vanderboom, Inspector of Independent Schools

PO Box 9153 Stn Prov Govt

Victoria, B.C. V8W 9H1

Dear Ed:

S14

S14

S14

Sincerely,

Merrill Palmer

## Eden, Gayle EDUC:EX

---

**From:** Vanderboom, Ed EDUC:EX  
**Sent:** Tuesday, April 12, 2011 2:16 PM  
**To:** 'bess@m-ts.ca'  
**Cc:** Eden, Gayle EDUC:EX; Vandeweg, Theo EDUC:EX  
**Subject:** guidance for the principal

Further to our telephone conversation in which you enquired as to the support that might be available for a new principal of an independent school, let me offer the following:

- Review the legislation
- Review the requirements for external evaluation and monitoring inspections as well as previous inspection reports
- Access the independent school e-board and review postings that have appeared over the past year or so
- Consider the option of hiring an external consultant to meet with you and review administrative practices
- Email our office with specific questions we may be able to help you with.

### ***Ed Vanderboom***

Executive Director International Programs  
Inspector of Independent Schools  
Office of the inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC, V8W 9H1  
**phone:** 250.356.2508 **fax:** 250.953.4908

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The Best Place on Earth

Ministry of Education

Office of the Inspector  
of Independent Schools

ORIGINAL

Certificate: July 1, 2009 to June 30, 2011  
GR1- GR 10 K-10/GR.3-GR.12  
External Evaluation Follow-Up Report  
For Groups 1, 2, and 4

SCHOOL NAME Bountiful Elementary Secondary School	GROUP Group(s) 1 3	SCHOOL NUMBER 896340
CITY Creston	PRINCIPAL Mr. Guy Oler	
SCHOOL AUTHORITY Bountiful Elem-Sec School Society		
DATE OF FOLLOW-UP MEETING MAY 16, 2011		
MINISTRY REPRESENTATIVE J. BEEKE		

REPRESENTATIVES PRESENT FOR THE AUTHORITY	
1. GUY OLER, PRINCIPAL	2.

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

☒ Yes ☐ No

Comments:

In response to the School's External Evaluation Report dated October 13-14, 2010 and Inspector's follow-up letter dated November 3, 2010:

- All elements were observed to be completed for course overviews for Math 8, 9, 10; Science 8, 9, 10 and Social Studies 8, 9, 10.
- PE 8, 9 and 10 course overviews distinguished learning outcomes and assessment by grade level

EEC:

- ☐ Principal  
☐ Staff

Next Visit:

- ☐ Evaluation  
☐ Monitoring  
☐ PE  
☐ Other

NO FOLLOW-UP REQUIRED





The Best Place on Earth

FILE COPY

May 30, 2011

Mr. Guy Oler, Principal  
Bountiful Elementary Secondary School  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Oler:


Re: Certificate No. 896340

I am pleased to inform you that Bountiful Elementary Secondary School, Creston, complies with the requirements of the *Independent School Act* for the following certification of group classification:

Group 1 (Kindergarten - Grade 10)  
Group 3 (Grades 11 - 12)

The enclosed certificate is valid from July 1, 2011 to June 30, 2015.  
Please ensure that the original certificate is clearly displayed in your school.

In accordance with the *Independent School Act*, Section 4 (4)(c) the Inspector may cancel, or suspend an independent school's certificate of group classification if the school fails to maintain the standards and requirements for the certificate, or breaches a condition of the certificate, or fails to comply with the *Independent School Act* and its subordinate legislation.

  
Ed Vanderboom  
Executive Director of International Education  
Inspector of Independent Schools

pc: Bountiful Elem-Sec School Society



**Ministry of Education**  
**Office of the Inspector of Independent Schools**

**Certificate of  
Group Classification**

is issued to

**Bountiful Elem-Sec School Society**

for

**Bountiful Elementary Secondary School**

*Group 1 (Kindergarten - Grade 10)*

*Group 3 (Grades 11 - 12)*

issued under the authority of the *Independent School Act*

Valid to June 30, 2015

**Certificate Number:** 896340

**Effective Date:** July 1, 2011

\_\_\_\_\_  
Inspector of Independent Schools



May 30, 2011

Mr. Guy Oler, Principal  
Bountiful Elementary Secondary School  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Oler:

On Monday, May 16, 2011, Jim Beeke visited Bountiful Elementary Secondary School for an external evaluation follow-up meeting. Your attendance at the meeting provided an opportunity to discuss the report and other related matters.

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

The certificate of group classification for Bountiful Elementary Secondary School will be issued to the school authority.

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

Sincerely,

Ed Vanderboom  
Executive Director of International Education  
Inspector of Independent Schools

EV:mw

pc: Bountiful Elem-Sec School Society

**Eden, Gayle EDUC:EX**

**From:** Vanderboom, Ed EDUC:EX  
**Sent:** Wednesday, June 8, 2011 5:36 PM  
**To:** Eden, Gayle EDUC:EX  
**Subject:** Fw: phone call

*File Beautiful*

**FILE COPY**

Please file - BESS

---

**From:** Vanderboom, Ed EDUC:EX  
**Sent:** Wednesday, June 08, 2011 05:35 PM  
**To:** Baer, Markus EDUC:EX  
**Cc:** Eden, Gayle EDUC:EX; Vandeweg, Theo EDUC:EX  
**Subject:** Re: phone call

I am good with the message "paper only where it is available". I will also want to have a conversation with them to determine their future direction. Thanks.

---

**From:** Baer, Markus EDUC:EX  
**Sent:** Wednesday, June 08, 2011 03:36 PM  
**To:** Vanderboom, Ed EDUC:EX  
**Subject:** FW: phone call

Hello Ed,

Kindly see the email below, as Merrill Palmer is making a similar request for provincial exams. From our perspective, we have schools that request paper and this is often granted for the January and June sessions only. That is what I would tell Mr. Palmer as well. I understand however that you have perhaps wanted to move them in a different direction – as certainly in the not too distant future, paper will be less and less of an option. Before I reply with the “yes you may have paper if you request it in a timely manner and then only for January and June”, I wanted to ask you if you would rather we not deliver that message and if you had other ideas.

Thank you

**Markus Baer**  
Manager, Provincial Exams  
Student Assessment Branch  
Ministry of Education  
office (250) 356-0177  
cell (250) 589-0277  
Fax (250) 356-8334  
email [Markus.Baer@gov.bc.ca](mailto:Markus.Baer@gov.bc.ca)

---

**From:** Li, Jiemei EDUC:EX  
**Sent:** Tuesday, June 7, 2011 4:29 PM  
**To:** Baer, Markus EDUC:EX  
**Subject:** FW: phone call

Hi Markus,

I've talked to him about paper version of FSA. Now he wants to talk about paper version of e-exams. Please give him a call. Thanks.

Jiemei

---

**From:** Walt, Nancy J EDUC:EX  
**Sent:** Tuesday, June 7, 2011 3:56 PM  
**To:** Vollmeier, Theresa M EDUC:EX; Li, Jiemei EDUC:EX  
**Cc:** Vanderboom, Ed EDUC:EX  
**Subject:** Re: phone call

Hi Jiemei. Since I am        zzs        could you call? Maybe we can make arrangements for future paper but we would need to coordinate with Ed. Thanks. Nancy

---

**From:** Vollmeier, Theresa M EDUC:EX  
**Sent:** Tuesday, June 07, 2011 03:51 PM  
**To:** Walt, Nancy J EDUC:EX  
**Cc:** MacBeth, Sherry L EDUC:EX  
**Subject:** phone call

Hello Nancy

**Mr. Merrill Palmer** called and wished to speak with Renate. I called him back to clarify what this was about and as this issue is about FSA/provincial exams, which now falls under Rod Allen and        zzs        could you please give Mr. Palmer a call. His # is **250-428-6264**.

He has spoken with Mr. Beake who gave him Renate's name.

He was the principal at Bountiful for many years and is now a consultant.

The school has banned internet allowance. He fully supports FSA and provincial exams and the school doesn't want to loose their funding but he wants to talk to someone about assessment.

If you could give him a call it would be most appreciated.

Thank you.

Theresa Vollmeier / Governance and Independent Schools Division / Ministry of Education / ph  
250.356.8981

**Wright, Sylvia EDUC:EX**

---

**From:** Vandeweg, Theo EDUC:EX  
**Sent:** Wednesday, February 1, 2012 9:18 AM  
**To:** 'Bountiful School'  
**Cc:** Poeschek, Nick EDUC:EX; Wright, Sylvia EDUC:EX  
**Subject:** Document1  
**Attachments:** Doc1.docx

Hello Mr. Oler,

Please provide our office with a list of current staffing at Bountiful Elementary Secondary School. I have attached a Word document for this purpose. Please include names, certification, assignment (teaching or otherwise) and the date of the most recent criminal record check for any staff working with children that isn't certified to teach.

Thank you for your assistance in this matter.

Kind regards,

**Theo M. VandeWeg**

Inspector of Independent Schools  
Office of the Inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC  
V8W 9H1 Phone: 250 387 3711 Fax: 250 953-4908

## **BC's EDUCATION PLAN**

ON THE WEB: [WWW.BCEDPLAN.CA](http://WWW.BCEDPLAN.CA)

ON TWITTER: @BCEDPLAN

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Staffing at Bountiful Elementary Secondary School, Feb 1, 2012.

[illegible]

**From:** Vandeweg, Theo EDUC:EX  
**Sent:** Friday, March 23, 2012 1:33 PM  
**To:** Eden, Gayle EDUC:EX  
**Subject:** Fw: Employee CRCs

File

Gayle. For Bountiful school file.  
Theo M. VandeWeg  
Inspector of Independent Schools  
Sent from Blackberry

FILE COPY

---

**From:** Bountiful School [mailto:bess@m-ts.ca]  
**Sent:** Friday, March 23, 2012 12:54 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Re: Employee CRCs

Hi Theo,  
I have received the CRC back. All CRCs are currently no older than 5 years.  
Thanks for your patience.  
Guy Oler

**From:** Vandeweg, Theo EDUC:EX  
**Sent:** Tuesday, March 13, 2012 10:23 AM  
**To:** 'Bountiful School'  
**Cc:** Waldman, Miriam EDUC:EX  
**Subject:** RE: Employee CRCs

Thank you Guy. Just confirm when you've received reply that all CRCs are good to go.

**Theo M. VandeWeg**

Inspector of Independent Schools  
Office of the Inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC  
V8W 9H1 Phone: 250 387 3711 Fax: 250 953-4908

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---

**From:** Bountiful School [mailto:bess@m-ts.ca]  
**Sent:** Monday, March 12, 2012 4:03 PM  
**To:** Vandeweg, Theo EDUC:EX  
**Subject:** Re: Employee CRCs

Hi Theo,

waiting for the reply.

CRCs will be reviewed and renewed at the first staff meeting of the each new school year.

Thanks  
Guy Oler

**From:** Vandeweg, Theo EDUC:EX

**Sent:** Wednesday, February 29, 2012 9:36 AM

**To:** 'Bountiful School'

**Cc:** Popel, Beth EDUC:EX ; Eden, Gayle EDUC:EX ; Poeschek, Nick EDUC:EX ; Chapman, Kathryn AG:EX

**Subject:** Employee CRCs

Hello Guy,

Thanks for the list of staffing at your school. As I reviewed the CRC check dates I noticed that several of the CRCs are more than 5 years old. You may recall that the e-board of September 10, 2010, announced that CRCs need to be current within the last 5 years: <http://www.bced.gov.bc.ca/eboard/ind/topics/CRRP.htm>

As per our telephone conversation of this morning (Feb 29, 2012), I am requiring that you redo Criminal Record Checks (through the Solicitor General's office) for all school employees working with children who have not had a CRC in the last 5 years and confirm to the Inspector that this has been completed and also confirm that you have put a mechanism in place to ensure that all CRCs for such employees will be renewed minimally once every five years.

Your deadline for notification to our Office that you are in compliance with these requirements is March 12, 2012. You should note that failure to comply by this deadline may result in a suspension of funding.

Sincerely,

**Theo M. VandeWeg**

Inspector of Independent Schools  
Office of the Inspector of Independent Schools  
Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC  
V8W 9H1 Phone: 250 387 3711 Fax: 250 953-4908

## BC's EDUCATION PLAN

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ON TWITTER: @BCEDPLAN

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No virus found in this message.

Checked by AVG - [www.avg.com](http://www.avg.com)

Version: 10.0.1424 / Virus Database: 2113/4837 - Release Date: 02/28/12

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# Bountiful Staff list

Tuesday, February 14, 2012  
2:20 PM

Fax sent by : 2584284789

BOUNTIFUL ELEM SCHOOL

02-13-12 06:31 Pg: 1/1

## Staffing at Bountiful Elementary Secondary School, Feb 1, 2012

Name	Assignment	Certification	Criminal record check date (for staff without teaching certification)
Memory Oler	High School	Permanent Independent	
Samuel Oler	High School	LOP (June 30, 2012)	Jan. 7, 2010
Guy Oler	High School	Permanent Independent	
Brian Palmer	Religious Studies	Interim Independent	
Crystal Oler	Grade 6 and 7	LOP (June 30, 2012)	Jan. 12, 2007
Rhoda Palmer	Grade 5	LOP (June 30, 2012)	Nov. 17, 2008
Alice Oler	Grade 4	Standard BC College of Teachers	
Gloria Blackmore	Grade 3	Interim Independent	
Aloha Palmer	Grade 2	Professional BC College of Teachers	
LaRee Blackmore	Grade 1	Permanent Independent	
Virginia Palmer	Kindergarten	Permanent Independent	
Rachel Palmer	Special Education	Special Education Assistant	
Chantelle Quinton	Home Economics	Permanent Subject Specific Independent	
Katelyn Quinton	Home Economics	Permanent Subject Specific Independent	
Melissa Blackmore	High School TA		Oct. 11, 2006
Stephanie Oler	High School TA		Jan. 7, 2010
Brianna Palmer	High School TA		Dec. 6, 2010
Valerie Palmer	Grade 7 TA		Oct. 12, 2007
Dorothy Oler	Grade 7 TA		Jan. 7, 2010
Amber Palmer	Grade 6 TA		Dec. 6, 2010
Emily Oler	Grade 5 TA		Sept. 26, 2007
Martha Palmer	Grade 5 TA		Jan. 7, 2010
Cheryl Palmer	Grade 4 TA		Jan. 7, 2010
Ada Oler	Grade 4 TA		Oct. 11, 2006
Anna Marie Blackmore	Grade 3 TA		Sept. 2, 2004
Clara Palmer	Grade 2 TA		Oct. 11, 2006
Susan Blackmore	Grade 1 TA		Oct. 18, 2006
Jennie Blackmore	Grade 1 TA		Jan. 7, 2010
Mary Oler	Kindergarten TA		Jan. 7, 2010
Tonya Blackmore	Kindergarten TA		Sept. 7, 2004
Holly Blackmore	Kindergarten TA		Dec. 6, 2011
Joanna Oler	Kindergarten TA		Dec. 6, 2011

**EXTERNAL EVALUATION REPORT**  
**ON**  
**BOUNTIFUL ELEMENTARY-SECONDARY SCHOOLSCHOOL**

**1070 JRD Road, Lister BC**  
**May 9 – 10, 2012**

---

## **INTRODUCTION**

Bountiful Elementary-Secondary School (BESS) is a Group 1 independent school that has been operating since 1958. This co-educational school currently enrolls 235 students in Kindergarten through Grade 10. The Authority also operates a Group 3 Grade 11--12 programs for fewer than 20 students. The school employs 14 teachers although one teacher left the school in March 2012.

**An External Evaluation Committee (EEC), 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,** visited the school for two days on May 9 – 10, 2012. The visit was not announced prior to our arrival and the EEC subsequently determined upon our arrival that it was the last day the students were in session and the following day only teachers were present to complete student report cards. As a result regular teaching and learning activities observed by the EEC were limited. The committee, consisting of Mr. Ed Noot, Ms. Caren Erickson and Ms. Gloria Metzger (Chair), toured the facilities, visited classes that were in session to observe program delivery, examined daily and long range plans and reviewed course overviews and student assessment procedures. Student and staff files were reviewed, as were policies, handbooks, communication methods and safety procedures. Meetings were held as necessary with members of the administration and staff.

The EEC did not meet with staff as a group prior to the inspection, but did report out to the entire staff before leaving the school.

The EEC would like to thank the Principal and staff for their hospitality and the full cooperation they extended to the committee in order to facilitate the completion of the inspection process at BESS.

## **1. GENERAL INFORMATION**

BESS is operated by the Bountiful Elementary-Secondary School Society under the authority of the Fundamentalist Church of Jesus Christ of the Latter-day

Saints. It is registered as a non-profit society (#S22969). The Society is made up of five members who meet annually and consists of the Chair who lives in Utah, two community members, the former principal and current principal. The principal has been delegated the authority for the day-to-day operation of the school. In addition to his administrative responsibilities the principal teaches 50% of the time.

The school is in session Monday through Thursday with seven instructional hours per day. School begins September 19 through to mid May. The school is in compliance with the Education Standards Order, Section 3, requiring a minimum of 850 hours of instruction per year for students in a Group 1 certified school. The K – 12 classes operate on a linear timetable.

## **2. FACILITIES**

This past year there have been few changes, but over the last two years the school has undergone additions, renovation and upgrading. The grounds have been beautified, fences extended and black top and grassed areas added. All this work has resulted in an attractive and functional school.

The main building is “L” shaped and houses all the classrooms and student support areas. In addition to offices, washrooms and storage space there are 11 classrooms, a science room, a computer lab, a library, a learning assistance room and a special needs room. On the lower level of the newest addition a large meeting room capable of accommodating all the students has been recently completed. A separate building, approximately 300 metres from the classroom block is used for foods classes and if necessary indoor physical education classes.

Outside play space consists of a paved area, a sports field and an outdoor basketball/hockey court. With the realignment of the school's property boundaries the primary playground had to be removed. Plans are currently in place to fundraise for the building of a new adventure playground. The staff on duty checks the play area daily.

The EEC confirms the buildings are in compliance with municipal codes and regulations and a letter, to that effect, is on file from the Regional District of Central Kootenay.

All alarms, fire extinguishers and safety equipment are inspected annually and appear to be in good working order. Fire, earthquake and lock-down drills are carried out on a regular basis and written records were reviewed.

The students and classroom teacher are responsible for the cleaning of classrooms. The halls, bathrooms, outside areas are cleaned each evening by contracted janitorial staff. Maintenance tasks that cannot be handled by the school staff are contracted out.



### 3. EDUCATIONAL PHILOSOPHY AND PRACTICE

The school was established to provide the best educational opportunities possible for students from the supporting community and the school continues to provide this service for the community.

During the two-day unannounced visit by the EEC, there was no indication the school was not fulfilling the requirements of Section 1 of the Schedule of the *Independent School Act*, regarding school programs. The Team observed a caring staff and principal working with students to meet the stated educational objectives of the school.

### 4. SCHOOL ADMINISTRATION

The principal who has been a teacher at the school for many years was appointed in early 2011 in the middle of the school year. This is his first full year as principal and he stated that he believed that the former principal was 'on leave' and might possibly return in the up-coming school year. He has been given authority for the oversight of the educational program and is responsible for ensuring the program conforms to BC Ministry of Education standards and requirements. He is also responsible for the physical and spiritual well-being of the school community and is the voice of the school in the local and broader community. He currently teaches 50% of his time but considers his administrative time sufficient to fulfill his duties. A secretary works with him to ensure student records are current and Ministry reports are prepared in a timely manner.

Student permanent records (Form 1704) were examined and found to contain the necessary information as directed in the "Student Records: Requirements and Best Practices Guidelines for Independent Schools". Student files contained copies of most recent report cards, medical alerts, IEPs, birth certificates and school registration information along with proof of BC residency. Student permanent records are kept in a locked fireproof cabinet.

The school has a written policy for the collection, use and disclosure of student, teacher and parent information collected by the school but does not ask for signed consent for disclosure and use of this information. **It is recommended that the school obtain written consent for the collection use and disclosure of information from teachers and parents and that consent forms be placed in staff and student files.**

**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 received special education student grants this year for the first time and the EEC has advised the school to ensure that these monies are used to meet the needs of these special needs students and in accordance with the

declaration on the special needs application and that the use of these grants must be reflected in the year end statement for the 2011-12 school year. BESS did not receive any other provincial grants.

The policy handbook was examined and found to contain policies required by the Office of the Inspector of Independent Schools including policies relating to rules of conduct, school calendar, enrolment, emergency procedures, field trips, fire and earthquake procedures, an appeal process, student discipline, student supervision, abuse protocols, bullying and harassment, dress codes, PIPA and student records policies.

As of this school year the school and immediate community have become an 'internet-free' area. This includes the administrative area and applies to all the personnel in the school as well as students. The principal stated that in order to maintain contact with the Office of the Inspector he uses the services of a person at the local computer store in Creston. He goes in each Friday and at that time the e-board is checked, e-mail from the Office of the Inspector and any data required for the Ministry with respect to FSA or other government exams is uploaded. The principal was encouraged by the EEC to be very vigilant about maintaining electronic contact with the Ministry in order to ensure that all Ministry requirements are met. The principal communicates back to the staff any relevant information.

Staff meetings have been infrequent this year and have occurred in conjunction with the four reporting periods. Minutes are kept of these meetings. The staff is small and there is much informal communication throughout the day.

Parents are kept informed through newsletters, report cards, interim reports and parent/teacher interviews.

The EEC verifies that Employer lists have been submitted to the BCCT and the Office of the Inspector of Independent Schools.

## **5. TEACHER CERTIFICATION**

As of September 30, 2011 the EEC confirms that there were 14 full time teachers including the principal on staff at BESS. As of the date of the visit there were 13 teachers as one had left in March. His teaching assignment, which included Religious Studies 8-10, was not re-assigned to another teacher, but the students did continue other studies and in the case of the Grade 10 students they started Biology 11. Two of the teachers hold Letters of Permission valid for one year, two are BC College of Teacher (BCCT) certified and the remainder are certified through the Office of the Inspector of Independent Schools. Four teachers are new to the staff this year. BCCT membership cards confirm all BCCT certificates are current. All subject-restricted teachers are teaching within their designated areas. As the visit to the school was unannounced the EEC did not have an evaluation catalogue, but the EEC did determine the **teachers employed by the**

school as of September 30, 2010, as reported on the Ministry I-2001 forms were found to be BC certified as required by Section 3(1)(d) of the Schedule to the *Independent School Act*.

The school Principal holds a valid BC teacher certification, as required by Section 8 of *the Act*.

Twenty-three teaching assistants on staff provide instructional support in the classrooms, in the school library and to special needs students. **The school is to be commended for this commitment to educational support for all students in the school which is provided by these trained assistants. There is evidence on file that criminal record checks have been completed for all but three employees or contractors working with children.** Three support persons have not yet completed criminal record checks (CRC) or have not completed one within the last 5 years. (See Appendix A) **CRC's for these individuals must be completed by September 15, 2012.**

New staff members are oriented to the school in meetings held during the three weeks before the school year starts. Professional development is based on individual teacher interests and needs. The files would indicate that both professional and support staff attend workshops and professional development activities on a regular basis. Staff expressed interest during the reporting out meeting to visit other schools to enhance their professional knowledge and the EEC would encourage the staff to pursue this idea. This year all staff attended workshops in Hilldale, Utah. There is clearly a commitment on the part of the school to provide meaningful professional development opportunities to all staff.

A teacher evaluation policy is in place and teacher evaluations were evident in teacher files. Teachers are evaluated when joining the staff and subsequently every five years. The principal has not yet completed any teacher evaluations this year, but was encouraged to make this a priority in the up-coming year. The principal has not yet been evaluated but a process is in place.

## **6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION**

Bountiful Elementary Secondary School is divided into two divisions Kindergarten to Grade 7 and Grades 8 to 12. Kindergarten-Grade 10 students are classified as Group 1 and Grade 11-12 as Group 3. The EEC did not evaluate the program delivery for Grade 11-12 students.

Because of the unannounced nature of our visit the EEC arrived at the school on the last day of classes for the year. The first day of the visit was an activity day, with many of the activities being held outside the classrooms, therefore, the EEC observed few classes where direct instruction was happening. However, some of the intermediate classes were involved with year-end wrap up activities and student presentations. The second day of the inspection visit teachers worked on year end report cards and no students were in attendance. This did provide an

opportunity for the EEC to review and discuss with teachers planning and assessment documents. Most of the student work had been sent home so the observation of student work was mainly found in portfolios that the teacher and students had collected over the year and kept in binders in the classroom.

In the past, the Internet was a part of the education program and used for research and to support learning. However, as of this year students and teachers do not have access to the Internet.

### **Primary Program (Kindergarten to Grade 3)**

The four primary classes are single-graded.

The classrooms are welcoming and attractive and have appropriate space to meet the needs of the students. Desks and tables are arranged in various ways to enhance learning. Two of the classrooms have washroom facilities for boys and girls. There is a portable video projector available for teachers to use for instructional purposes.

In each class the teacher is supported by at least one teacher assistant (TA). The TA's support the classroom teacher with curriculum delivery and provide support to students in the class. The students with learning challenges are generally integrated into the classroom activities, and are taken out for one-on-one assistance when necessary.

Full day Kindergarten is being offered for the first time this year. **The school is to be commended for the comprehensive overviews and effective implementation of this program.**

### **Language Arts/English**

The main resources used are the Christian Light Publication and Pathways, creating continuity between grades. A variety of other resources are used to ensure that the prescribed learning outcomes are met. Books are available in the classroom and school library for independent reading. From the course overviews and daybooks, the EEC saw evidence of a variety of learning activities and assessment strategies being used and that the learning outcomes are being met.

### **Mathematics**

The main resources used in the math program are Math Makes Sense and Math Expressions. Also, a variety of other resources are used to enhance learning. Because it was an end of the year activity day, the EEC did not observe any math instruction. The course overviews indicate that a variety of different visual and experiential strategies are used. Daybooks provide evidence that daily review is built into the lessons. Assessment strategies include daily assignments, observation and tests.



## **Social Studies**

A variety of resources such as Rod & Staff, Nelson's The All About Series, Christian Light Publication, and Oxford University Press are used. The course overviews show that the learning outcomes are being met through the use of a variety of teaching and assessment strategies.

## **Science**

Course overviews, daily plans, thematic binders and classroom observation give evidence that teaching strategies and assessment practices meet the prescribed learning outcomes. The EEC observed evidence of hands on and experiential activities such as growing grass and plants and observing the life cycle of frogs and butterflies. Resources include materials from Scholastic, Christian Life Publication, Rod & Staff as well as many others.

## **Physical Education**

PE is taught 3 times a week for 30 minutes. Playing games is the main component of the PE program. Course overviews and daybooks indicate that class instruction includes some direct skill and drill with opportunities for students to practice the new skill. Assessment consists of teacher observations, performance levels, cooperation and participation.

## **Daily Physical Activity**

Since PE occurs three days a week, on the day that students do not have PE, DPA is done at recess and lunchtime. The DPA activities are organized and facilitated by teachers and/or teacher assistants.

## **Fine Arts: Visual Arts, Music, Dance, Drama**

The teachers use a variety of resources for the fine arts program and many of the learning outcomes are integrated within other subject areas such as language arts and social studies. The EEC observed student work in portfolio binders. Course overviews confirm that the prescribed learning outcomes for fine arts are being met.

## **Health and Career**

It is evident in the course overviews that the learning outcomes are being met in a variety of ways. Teaching strategies include guest speakers, field trips and classroom instruction. Students receive basic first aid instruction, which is facilitated by a certified first aid instructor on staff.

## **Report Cards**

Report cards are issued three times a year to all primary students. The report card format includes "not yet meeting expectations", "meeting expectations", "exceeding expectations". Report cards are comprehensive and attractively formatted.

Course overviews for Language Arts/English, Mathematics, Social Studies, Science, PE, Health and Career, and Fine Arts include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes are being met as required.

### **Intermediate Program (Grades 4-7)**

The intermediate division consists of four separate classrooms, one for each grade. Classroom teachers teach the entire curriculum. Each intermediate classroom has one or more teaching assistants. The teacher assistants support the classroom teacher with the implementation of curriculum and work with students who require extra support.

The Grades 6 and 7 students have their own classrooms, but share a teacher. The teacher is responsible for direct instruction and teacher assistants support the students when the teacher is in the other classroom. Language Arts, Mathematics, Science and Social Studies are taught separately, using the prescribed learning outcomes for each grade. This year Health and Careers, French, Fine Arts, and Physical Education are taught separately and/or together using the Grade 7 learning outcomes. Next year, the Grade 6 learning outcomes for Health and Career, French, Fine Arts, and PE will be taught.

The classrooms are bright and welcoming. They have enough space to meet the needs of the students. The desks are arranged in a variety of configurations to suit the needs of the activity. Grades 5, 6 and 7 classrooms have a video projector, which the EEC observed the teachers and students using for presentations.

### **Language Arts/English**

The language arts program demonstrates a balance of reading, writing, speaking and listening. Evidence of student writing was observed in student portfolios. A variety of resources including Christian Light Units, Pathway Reading Program, Spectrum and Alta Reading Program are being used in all the intermediate classrooms. Class and school library books are used to supplement the language arts program. Course overviews and daybooks provide evidence that a variety of learning and assessment strategies are used to meet the prescribed learning outcomes.

### **Mathematics**

The main resource for the intermediate grades is Math Makes Sense. Other resources include Kim Sutton Math, Canadian Math Prism, and Math Power. In reviewing the course overviews and daybooks the EEC observed that a variety of teaching and assessment strategies are used to meet the prescribed learning outcomes.

### **Science**



The EEC observed students doing presentations using PowerPoint and DVD's to share the information on a specific topic. The main resource used is BC Science Probe, however, a variety of other resources are also used to enhance the science program. In reviewing course overviews and daybooks, it is apparent that the prescribed learning outcomes are being met.

### **Social Studies**

The main resource used is the Oxford University Press Outlooks series. Other resources are also used to enhance the program. The EEC observed a mock trial designed to help students understand the process of our legal system. Evidence of a variety of teaching and assessment strategies were observed in the course overviews and daybooks.

### **Physical Education**

Students in Grades 4 to 7 have four 30 minute PE classes per week. Evidence of content, planning for assessment, assessment indicators and resources give evidence that the prescribed learning outcomes are being met.

### **Daily Physical Activity**

The time allotment for PE each day meets the Daily Physical Activity requirement.

### **Health and Career Education**

Course overviews clearly indicated content, planning for assessment, achievement indicators and resources used ensure the learning outcomes are being met. Some of the learning outcomes have been integrated into other subject areas.

### **French**

French is taught by the classroom teacher for three 30 minute periods per week. A variety of resources including Singing French and French-Reading, Writing and Spelling are being used to facilitate the French program. French songs were taught to help the students learn the concepts. The EEC observed students completing a French exam.

### **Fine Arts**

A variety of resources including Art A Beka Book and Art with a Purpose are used to meet the learning outcomes. The EEC observed art books the students made and many art samples that were included in student portfolios. The EEC also observed the school band as they did an impromptu performance. Course overviews and daybooks were reviewed and evidence was observed that the learning outcomes are being met.

### **Foundation Skills Assessment (FSA)**

Students in Grades 4 and 7 participate in the Foundation Skills Assessment as required by the Ministry of Education. Teachers at the school have attended

training sessions to mark FSA booklets. Results are sent home to the parents. The teachers discuss the results as a group and make and implement instructional changes based on strengths and areas identified for growth. Student performance based on these assessments is at, or above the provincial average.

### **Report Cards**

Report Cards are issued three times a year to all intermediate students. The report card format includes letter grades, percentages, and anecdotal comments.

**Course overviews (K-7) include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes are being met as required.**

### **Library**

All students are encouraged to use the library and students can borrow books at any time. A teacher and teacher assistant are responsible for the library.

### **Late Intermediate Program (Grades 8 & 9)**

The late intermediate program offers courses on a linear basis. Students receive instruction separately for core subjects, but are multi-graded in most non-core areas. Students move from class to class for instruction from a variety of teachers. A classroom, set up as a lab, is used for the instruction of science classes.

### **English**

The required components of reading, writing, speaking and listening are all evident in the English program for Grades 8 and 9. Course overviews reflect all elements including content, assessment for learning, achievement indicators and resources to ensure the prescribed learning outcomes are being met. Resources include Christian Light Education literature anthologies, On Teaching Writing, Speaking Rules, Vocabulary Workshop, and Reading to Learn Series.

### **Mathematics**

Mathematics in Grades 8 and 9 are mainly taught using the Math Makes Sense program. Students have access to TI-73 calculators. As recommended in the last EEC report, course overviews for this subject have been developed to demonstrate content, assessment for learning, achievement indicators, and linkage to the Ministry PLOs. The EEC noted that the assessment for learning (teaching strategies) sections of the overviews are rather repetitive and would encourage the school to diversify this section to reflect classroom instruction.

### **Science**

As noted earlier, Science is taught in a classroom that contains basic lab equipment – including a fire blanket and eyewash station. Grades 8 and 9 are taught primarily using the programs Science Probe 8 and BC Science 9. The team noted that Internet resources linked to these programs are no longer available to students as Internet access no longer exists in the school. As recommended in the last EEC report, course overviews for this subject have been updated to demonstrate content, assessment for learning, achievement indicators, and linkage to the PLOs.

### **Social Studies**

The Team noted that Social Studies course overviews have been upgraded to fully meet Ministry standards, as per recommendations in the last EEC report. The primary resource for Grade 8 is Pathways and for Grade 9 is Crossroads. The Social Studies teacher was absent during the EEC visit, but course overviews and resources were available for review.

### **French**

The school indicates plans to offer French 8 every second year to a combined grade 8-9 class; however, it became apparent to the Team that with the administrative changes at the school, this cycle was interrupted and the course has not been offered for two consecutive years. While a course overview is in place for French 8 it does not indicate linkage to the IRP outcomes. Curriculum resources are in place to offer this course.

**The Team recommends that BESS develop a plan to ensure the instruction of the French 8 curriculum to grades 8, 9 and 10 students in the 2012-13 school year and further that the French 8 course overview be updated to include linkages to the IRP outcomes.**

### **Physical Education**

Classes in PE are scheduled for three 60 minute periods per week in a multi-grade setting for Grades 8, 9 and 10 (thus meeting the DPA requirement). Boys and girls are taught separately by two teachers. The course overviews for the girls' programs show sufficient differentiation for grade level learning outcomes for students in grades 8 to 10. Course overviews for the boys' program have been adjusted, but still do not indicate sufficient differentiation for grades level outcomes and the EEC encourages further course development take place in order to clearly differentiate learning outcomes for each of the grades 8 through 10. **The EEC recommends that the boys' PE overviews be developed to reflect sufficient differentiation for grade level outcomes.**

### **Fine Arts**

Students in Grade 8 to 10 are taught Band in a multi-grade setting. Students within this course range from beginners to intermediate. The EEC reviewed course overviews and noted that attention was given to grade differentiation to ensure learning outcomes were met for all three grade levels. Students are

exposed to a variety of instruments. The EEC observed evidences of sufficient differentiation of instruction between grades during classroom observations.

### **Applied Skills**

Applied Skills offerings at the grade 8 and 9 levels include Foods and Sewing. The EEC reviewed applicable course overviews and several student projects to confirm that the prescribed learning outcomes were being addressed.

### **Health & Career Education**

Health and Career 8 & 9 are purportedly offered in the alternate years, however likely due to discontinuity with the administrative changes at the school HCE 8&9 have not been offered for two consecutive years. **The Team recommends that BESS develop a plan to ensure the instruction of the Health and Career curricula to grades 8, 9 and 10 students in the 2012-2013 school year.** The course overviews were reviewed and linkage to the BC learning outcomes was evident with various resources including "Health for Life" being used.

### **Report Cards**

Late intermediate students receive three report cards within a school year. The report card format includes a letter grade and percentage for each subject the student is enrolled in for that term. In some subject areas anecdotal comments are given.

Contingent upon addressing the recommendations above, **the educational program in Kindergarten – Grade 9 meets the time requirements as specified in the Educational Standards Order (Section 2, 3, 4).** Some course rotations (French 8, Health and Career 8 & 9) are not occurring possibly as a result of a change in administration. It is the school's responsibility to know the BC Program requirements and to ensure that these requirements are fully met.

### **Graduation Program (2004) (Grade 10)**

While BESS offers some grade 11 and 12 courses, they are provided under a Group 3 classification and were not reviewed by the EEC.

Grade 10 uses the same seven one hour periods per day schedule as the rest of the school. All grade 10 courses are taught on a linear basis. All subjects meet or exceed the Ministry's allotted time requirements. There was evidence of a range of assessment methods in evidence.

The EEC examined course offerings and found that a sufficient number and selection of courses are offered at Grade 10 to enable students to move on to Grade 11 and 12 programs and to potentially meet BC graduation requirements.

**Planning 10** is purportedly taught in units over two years to students in Grades 10 and 11 so that by the end of the two year cycle all students have met the



course requirements. However the EEC ascertained that these Planning 10 units were not taught this year, therefore, **the Team recommends that BESS develop a plan to ensure the instruction of Planning 10 during the 2012-13 school year in such a manner that the current grade 10 and 11 students complete this required curriculum.** The team also noted that the Planning 10 course overview requires additional assessment strategies be articulated.

The **DPA** requirement is met by all students in Grade 10 taking PE for 180 minutes per week.

For provincially examinable Grade 10 courses, the principal appoints a teacher, not responsible for course instruction, to invigilate the exam. In order to improve instruction, the principal and the subject teachers involved review examination results. Over the last two years BESS students have scored well above the Provincial average on all the Grade 10 examinations.

Because of the number of students in Grade 10 not all courses are offered every year. The school developed a system of course rotation to ensure that all students will be able to take all the necessary courses over a two year cycle. However, during the recent change in administration, the course rotation system was not adequately transferred leading to several of the recommendations contained in this report.

### **Language Arts 10**

The course overview for English 10 is in place and being used by the teacher to ensure the learning outcomes for the course are being met. The focus is on the development of vocabulary, grammar, reading and writing skills. Students are exposed to a wide range of reading materials. The teacher has available a variety of resources for teaching the course and is always looking for ways to encourage and improve student learning.

### **Math 10**

The textbook Foundations and Pre-Calculus Math is used in the Grade 10 Math course. The teacher and students do have access to a number of other resources such as The Learning Equation, Math Power 10, Study Buzz and TI-73 calculators. A course overview is in place for Workplace and Apprenticeship Math 10, however, the course is not being offered to any students this year.

### **Science 10**

The primary textbook for Science 10 is BC Science 10. A classroom is set up as a lab and students have access to all the equipment and supplies necessary to undertake the activities that are part of the Grade 10 Science course. The course overview for Science 10 has been updated as per the suggestion in the previous EEC report.

### **Social Studies 10**

The course overview for Social Studies 10 is well developed and outlines all required components. The teacher was absent during the on-site inspection so no classroom observation or discussion was possible.

All courses exceed the required number of hours of instruction.

**The EEC confirms that all Grade 10 course overviews include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods). Long term plans, daily lesson plans and classroom observation provide evidence that the Ministry prescribed learning outcomes are being met.**

### **Special Activities**

A number of special activities and field trips occur at Bountiful School throughout the school year to enhance the educational program and build community. Field trips that are curriculum-based include the Creston Museum and Fire Hall. Special activities centre on theme days such as Pioneer Day, Mormon Heritage Day and Hundred Day. Community programs include student performances and buddy days.

### **Computer Technology**

The school is equipped with a PC computer lab housing 20 computers. All classrooms are equipped with at least one computer. Several classrooms have LCD projectors and TVs. Internet access is currently not available in the school at the request of the Authority.

## **7. REPORT SUMMARY**

### **Commendations**

Bountiful Elementary-Secondary School is to be commended for

- the gracious and warm manner in which they accommodated the inspection process especially given the visit was not pre-announced.
- the comprehensive course overviews and effective implementation of a full day Kindergarten program for the first time this year.
- the strong support for the educational program provided by the teaching assistants.

### **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 September 15, 2012:**



- the school must obtain written consent for collecting, using and disclosing personal information from parents and staff (PIPA).
- the French 8 course overview needs to be updated to include linkages to the IRP.
- PE overviews for the boys' program in Grades 8-10 need to be updated to include appropriate grade differentiation.

### **Statutory Requirements**

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

- all personnel identified in Appendix A must complete Criminal Record Checks.
- BESS need to develop a plan to ensure the instruction of Planning 10 during the 2012-13 school year in such a manner that the current grade 10 and 11 students complete this required curriculum.
- BESS needs to develop a plan to ensure the instruction of the Health and Career curriculum to grades 8, 9 and 10 students in the 2012-13 school year.
- BESS needs to develop a plan to ensure the instruction of the French 8 curriculum to grades 8, 9 and 10 students in the 2012-13 school year.

## **8. SUMMATIVE RECOMMENDATION**

**Group 1 – It is the opinion of the External Evaluation Committee that BOUNTIFUL ELEMENTARY-SECONDARY SCHOOL (GRADES K-10) 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 A  
SUMMARY OF TEACHER CERTIFICATION  
NON-COMPLIANCE, APPLICATION(S) IN PROCESS & EXPIRING  
CERTIFICATES**

**Support staff requiring Criminal Record Checks:**

z2s

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

Course Name	Ministry Code Number	Comments

Jonker, Brian EDUC:EX

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Subject: FW: School operation

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

From: Bountiful School [<mailto:bess@m-ts.ca>]

Sent: Friday, August 17, 2012 03:18 PM

To: Vandeweg, Theo EDUC:EX

Subject: Re: School operation

As a director and member of the Bountiful Elementary Secondary School Society I need to let you know that Bountiful Elementary Secondary School will not be seeking Government Funding in the future.

Guy Oler

On 2012-07-31, at 2:22 PM, "Vandeweg, Theo EDUC:EX" <[Theo.Vandeweg@gov.bc.ca](mailto:Theo.Vandeweg@gov.bc.ca)>





August 31, 2012

Mr. Guy Oler, Principal  
Bountiful Elementary Secondary School  
1070 JRB RD  
Creston BC V0B 1G2

Dear Mr. Oler:

As requested, Bountiful Elementary Secondary School has changed classification from a Group 1 K-10 to a Group 3 K-10 independent school.

In order to be in compliance with the *Independent School Act* the authority must ensure that every person employed to work in the presence of children has signed an Authorization for a Criminal Records Search Form and that the form has been forwarded for processing (Criminal Records Review Act, sections 8, 9 and 10).

Please inform our office by **September 15, 2012**, that all criminal record checks are complete.

Sincerely,

Theo Vandeweg  
Inspector of Independent Schools

pc: Bountiful Elementary Secondary School Society

## Jonker, Brian EDUC:EX

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**From:** Vandeweg, Theo EDUC:EX  
**Sent:** Friday, September 14, 2012 5:12 PM  
**To:** 'Bountiful School'  
**Cc:** Jonker, Brian EDUC:EX; Silver, Matt GCPE:EX; Pauliszyn, Robert GCPE:EX; Sutherland, Scott GCPE:EX; Avison, Claire EDUC:EX; MacKenzie, Susan EDUC:EX  
**Subject:** School closure

September 14, 2012  
Bountiful School Authority,  
Lister, BC  
Guy Oler, Principal

Dear Mr. Oler:

This is to acknowledge your phone call on September 12, 2012, to inform the Ministry of Education that the Bountiful Elementary Secondary School Society has decided not to re-open the Bountiful Elementary Secondary School (BESS) for the 2012-13 school year. To assist with the transition of students from the BESS to other schools, please provide the following information to the parents of your former students in order to ensure the continuation of their K-12 education.

Under the School Act, children are required to receive an educational program and they must be registered as students through a public or independent school. We encourage parents to consider K-12 education programs delivered through local public, independent, or Distributed Learning schools.

The above noted registration requirements also apply to children that are homeschooled. Registration must be completed before September 30, 2012. The Superintendent of School District 8, Mr. Jeff Jones, will be responsible for ensuring that children are registered and receiving an educational program. The Ministry has contacted School District 8 to notify officials of the situation. Parents can contact Jeff Jones, Superintendent of School District 8, at 250 505 7037 or via email at [jjones@sd8.bc.ca](mailto:jjones@sd8.bc.ca) for assistance with school selection and registration (for enrolment in school or distributed learning).

Please note that, as the former school principal, the Ministry requires you or your designate to promptly transfer all student records when requested by the schools where your former students register.

Kind regards,

*Theo M. VandeWeg*

Inspector of Independent Schools  
Office of the Inspector of Independent Schools  
Governance, Legislation, and Regulation

Ministry of Education  
PO Box 9153 STN PROV GOVT  
Victoria, BC  
V8W 9H1 Phone: 250 387 3711 Fax: 250 953-4908

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