

REPORT COVER SHEET
School Year 2012-2013

A. School Information

NAME OF SCHOOL St. Ann's Academy	
ADDRESS OF SCHOOL 205 Columbia St	SCHOOL MINISTRY CODE 07396194
CITY Kamloops	POSTAL CODE V2C 2S7
NAME OF SOCIETY/COMPANY Catholic Independent Schools – Kamloops Diocese	
GRADE RANGE (of grades offered) K - 12	ENROLMENT 431

B. Classification Recommendation

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

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

Grade Levels
K - 12

C. External Evaluation Committee (EEC)

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

Name(s)


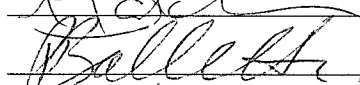
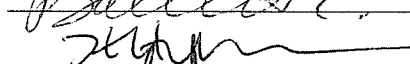
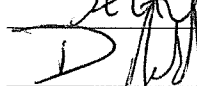
Robbert Bakker

Pasquale Balletta

Janet Hitchcock

Dave Neufeld

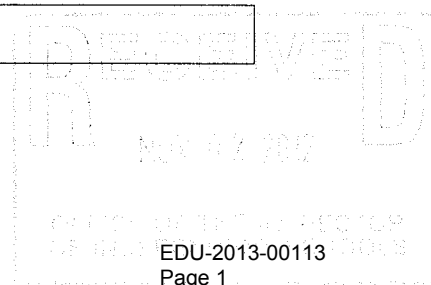
Signature(s)

Date of EEC Visit:

October 15 and 16, 2012

August 15, 2012



EXTERNAL EVALUATION REPORT
ON
ST. ANN'S ACADEMY, KAMLOOPS, BC
OCTOBER 15-16, 2012

INTRODUCTION:

St. Ann's Academy is a Group 1, K – 12 school located at 205 Columbia Street in Kamloops. The school is a member of the Catholic Independent Schools, Kamloops Diocese (CISKD). The Independent Schools BC enrolment tally, dated October 1, indicates that the total enrolment in K–12 is 431. ^{s.22} This External Evaluation Committee (EEC) has been appointed in accordance with Section 3 of the *Independent School Act* (the Act), which authorizes the Inspector of Independent Schools to appoint external evaluation committees and to specify their duties.

The EEC consisted of a four member team, Rob Bakker, Vice Principal; Pasquale Balletta, Principal; Janet Hitchcock, retired administrator and Dave Neufeld, Principal. Miss Janet Hitchcock served as Chair for this evaluation. During the evaluation the EEC interviewed the Principal and other members of the school administration team, met with teachers and support staff; visited classrooms and examined students' work; reviewed curriculum planning and structure including learning outcomes, learning resources and student evaluations; examined administrative procedures; school files; certification and CRC's; and school facilities.

A pre-evaluation meeting was held with the staff on the morning of Monday 15 October, 2012 and the post-evaluation meeting took place on the afternoon of Tuesday 16, October, 2012.

The EEC thanks all members of the teaching and support staff, students and administrative personnel for their hospitality and cooperation. In particular, the EEC is appreciative of the thorough and detailed preparation in supplying the required information that had been completed prior to the arrival of the EEC. This enabled the team to complete its mandate in an efficient manner.

SECTION 1 – GENERAL INFORMATION:

Registration #: 5279 Society Act

Registration # verified against which document: BC Registry Services

Date of last filing of annual report to Registrar of Companies: 11/30/2011

Since the previous evaluation the school has expanded its Learning Resource Centres and Special Needs departments and the school no longer operates split grade classes. Changes to the facilities

include relocating the library to the elementary wing and the high school computer lab to the high school area. This lab has also been upgraded with new Mac computers. The high school Foods room has been renovated. The CISKD Superintendent's office is now located in the school and a meeting room has been added.

St. Ann's Academy is a member school of the Catholic Independent Schools Kamloops Diocese (CISKD). The CISKD Board of Directors establishes policies for the member school of the CISKD. The school has an elected School Council that upholds policies of the CISKD; oversees staffing; establishes budgets and ensures Catholic philosophy.

St. Ann's Academy leases three classrooms to an independent pre-school operator.

CISKD, the school's authority operates a DL school but this school operates independently of St. Ann's Academy. The school enrolls 22^s International students.

SECTION 2 - SCHOOL FACILITIES:

The original building, which houses the high school, was constructed in 1910 with an addition constructed in 1959 that includes the gym and science labs. The elementary school occupies the newest addition built in 2001. All three buildings, totaling approximately 60,000 square feet are connected by hallways. The school is situated on 6 acres of land adjacent to the hospital in the centre of Kamloops. There are two playing fields and two playgrounds. St. Ann's Academy employs a full time Facilities Manager who does a daily walk around to check on existing and potential safety problems. The school also employs three full time custodians.

2.01 The school meets the municipal codes for:

Y, N, N/A

☒ Y zoning and building

☒ Y fire prevention

☒ Y The school has a current letter from the municipality (July 24, 2012) stating that there are no outstanding compliance concerns.

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

2.02 Safety drills are carried out regularly:

Frequency of Drill

Earthquake Drill:

Four times per year. Last one completed on October 4, 2012

Fire Drill:

Four times per year. Last one completed on October 1, 2012

2.03 School facility maintenance and safety:

Y, N, N/A

☐ Y School facility is well maintained and is clean

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

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

The Principal has thorough reports on the fire and earthquake drills that happen throughout the year. The school has a detailed protocol that is to be used in the event of a lockdown. Teachers and students are made aware of where they would be required to go should the school go into lockdown during class time or at break times. The Administration requires that details of some of parts of the lockdown action plan be kept secure so that an intruder would not be able to compromise the plan. The facility is clean and well maintained and the students seem to take good care of their surroundings.

SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

St. Ann's Academy, as a Catholic school, strives to integrate the Catholic faith into all aspects of the school community. The policies and the relationships between students, staff, priests and parents are heavily influenced by the precepts of the Catholic faith

After the addition of the elementary wing in 2001, plans were in place to construct a second gym, but declining enrolment so far has not made this possible. The school is still planning to add the gym in the future. The school has invested in educational technology over the past few years and has a goal to install interactive projector systems in all classrooms within the next three years.

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

SECTION 4 – SCHOOL ADMINISTRATION

4.01 Administrative Structure

Y, N, N/A

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

4.02 Principal

Y, N, N/A

☐ Y

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

☐ Y

The school principal is a BC certified teacher.

St. Ann's Academy employs a Principal (100%) an Elementary Vice Principal (80%) and a High School Principal (85%). The Principal is responsible for the Religious and Academic programs; the day-to-day administration of the school, budgeting and purchasing; communications with the parish, the diocese and the Ministry of Education; hiring and evaluating staff and the tone and discipline within the school. The Vice Principals work closely with the Principal providing support and information.

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

4.03 Student Records

Y, N, N/A

☐ Y

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

Form 1704 have attached inclusions:

☐ Y

Medical alerts, e.g., epilepsy, anaphylaxis

☐ Y

Legal alerts, e.g., court orders, name change, immigration documents

☐ Y

Individual Education Plans (IEP) and Case Management Plans (CMP)

☐ Y

Education support services, e.g., testing, adjudication requirements

☐ Y

Notification of student registered as being homeschooled

☐ Y

If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.

Student Records include the following Additional Required items:

☐ Y

Copy of verified original birth certificate or other legitimate identification document

☐ Y

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

☐ Y Parent/guardian information – declaration of being lawfully admitted to Canada and resident in BC.

The school authority is in the process of developing a Student Records policy in accordance with the “Student Records: Requirements and Best Practice Guidelines – June 2012” document on the Independent Schools website. The school practice currently includes:

☐ Not yet Sharing the Policy with the school community

☐ Y Protocols for updating Permanent Student Records annually

☐ Y Protocols for handling of sensitive information, access and disclosure of information, and transfer and storage of student records.

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

The EEC found the student records to be very well maintained. Special care had been taken to ensure that clear information was kept regarding those students with medical alerts.

The school is required to verify with the Ministry by June 1, 2013 that it has completed the development of a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”

4.04 Personal Information Protection Act (PIPA)

Y, N, N/A

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

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

4.05 Registered Homeschooled Children and other enrolments

Y, N, N/A

☐ Y The school offers a homeschooling program,

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

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

- ☐ Y The 1704 inclusion contains notification that these children are 'homeschooled.' (see "Student Records: Requirements and Best Practices Guidelines - PART I, B, 1(f))
- ☐ Y The school enrolls 'non-eligible' students, e.g., international students or short-term enrolments who are non-eligible for funding.
- ☐ Y The school has evidence on file verifying that students are lawfully in Canada
- ☐ N The school enrolls aboriginal on-reserve students who are funded by INAC

Number of INAC funded students: 0

zz's

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

Y, N, N/A

- ☐ Y The school is in compliance with Section 12 (3) of the Act specifying that eligible student grants may only be used for operating expenses.
- ☐ Y The school is in compliance with Section 12 (4) of the Act specifying that the grants may not exceed the total operating costs.
- ☐ Y This school year, the school anticipates receiving special education grants

Total Special Education Grant Received: \$ 306,750

Total number of students with special needs: zz's

- ☐ Y The school receives French Grant. If yes, provide Total French Grant Received: \$ 2,136

- ☐ Y The school has completed an annual financial audit

Name of Auditing Company/Firm: Daley and Company

4.07 Utilization of Provincial Conditional Grants

Y, N, N/A

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

4.08 Bonding Information (Group 4 schools only)

Y, N, N/A

☐ N Is this school a Group 4 school?

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

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

The 'Ready Set Learn' grant was used to print booklets for parents, and provide a preschooler goodie-bag and refreshments.

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

4.09 Communication

Y, N, N/A

☐ Y Staff meetings are regularly scheduled.

☐ Y Parent communication occurs frequently.

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

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

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

4.10 Appeals

Y, N, N/A

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

4.11 Student Discipline

Y, N, N/A

☐

The school has written discipline policies and procedures.

☐

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

The policies used in St. Ann's Academy are current and thorough. The policies are made available to those whom they concern, such as parents and teachers.

4.12 Student Supervision

Y, N, N/A

☐

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

☐

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

☐

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

4.13 Abuse Protocols

Y, N, N/A

☐

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

☐

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

☐

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

☐

The child abuse policy is communicated to staff and parents.

☐

School staff is trained in relation to this policy.

4.14 Anti-bullying and Harassment Policy

Y, N, N/A

☐

The school has an anti-bullying and harassment policy.

☐

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

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

Students have signed "The Power of One, Bully Prevention Oath" poster which is prominently displayed in the school.

4.15 Emergency Policies/Procedures

Y, N, N/A

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

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

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

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

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

Y, N

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

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

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

5.01 Teacher Certification and Assignment

	#
Number of full time BC Certified Teachers (includes Principal):	19
Number of part time BC Certified Teachers:	11
Number of teachers with a current Letter of Permission:	0

Number of teachers without BC Certification: 0

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

Number of new Teachers this year 2

Number of new Teachers last year 3

Y, N, N/A

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

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

☐ Y Administration tracks CRC renewals/currency for all BC Certified Teachers

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

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

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

The teachers with subject restricted certificates are only teaching within their restriction.

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

5.02 Support Staff

Y, N, N/A

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

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

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

Number of Teaching Assistants employed: #
11

Number of non-certified staff working with students.(e.g. librarian etc) s.22

All CRC are current and the school authority tracks the dates of CRC's to ensure that they are current.

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

5.03 Professional Development

Number of days allotted to professional development: #
5

Y, N, N/A

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

5.04 Teacher and Principal Evaluation

Y, N, N/A

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

☐ Y Teacher and principal evaluations occur according to policy.

SECTION 6 - EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

6.01 Instructional Time Requirements

Y, N, N/A

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

The EEC confirms the school's actual instructional hours as 920 per year.

The half day Kindergarten students are in school for 506 hours per year.

6.02 Grade Groupings

The EEC confirms the grade groupings as provided by the school in the Evaluation Catalogue, which are: Primary (Kindergarten to Grade 3); Intermediate (Grades 4-9) and Secondary (Grades 10-12). There is one class per grade in the Primary and Intermediate sections.

6.03 Primary Program - Kindergarten to Grade 3

Y, N, N/A

☐ Y

DOES THE SCHOOL OFFER PRIMARY GRADES

Y, N, N/A

☐

School Kindergarten program is:

Funded full-day

☐

Funded half-day

☐ Y

Funded both full-day and half-day

Required Elements of Course Overviews are:

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

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

☐ S

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

☐ S

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

☐ S

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

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

The EEC observed well-equipped, attractive and spacious elementary classrooms as well as an appropriate amount of learning opportunities, subject content and assessment for this time of year.

The EEC also observed the planned goals of Reading fluency and Writing assessment being implemented throughout the Primary Grades.

The school offers both a full day kindergarten and half-day kindergarten program for those students who are unable to stay the full day. The students are identified and the teacher tracks the differences in program and activities between the two groups.

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

6.04 Intermediate Program

Y, N	
Y	DOES THE SCHOOL OFFER INTERMEDIATE GRADES

Required Elements of Course Overviews are:

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

Program 1 Program 2
 Grades:4-7 Grades:8-9

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

S	S	The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies, Science and second language instruction [grades 5-8]) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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S	U	The EEC confirms that course overviews for <u>Non-Core Courses</u> (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes <i>in accordance with curriculum organizers in the applicable educational guides</i> are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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S	S	The EEC confirms that course overviews for any additional <u>Authority-approved Courses</u> (locally developed courses such as Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
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N/A	N/A	For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
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S	U	For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.
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S	S	Report cards communicate student progress to parents.
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S	S	The school meets the requirements for Daily Physical Activity (30 minutes per day in grades 4-7 and have the option to do 150 minutes per week in grades 8-9) and reports out to parents separately on report cards that these requirements have been met.
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N/A	N/A	If grade 8-9 students are choosing to meet the weekly requirements, the school has implemented a tracking system to ensure that these weekly DPA requirements are met.
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The EEC was informed that HCE 8 and 9 are integrated into other curriculum areas. The school needs to develop course overviews indicating how this is being implemented. HCE is not being reported report cards and the permanent student record.

The course overview for Music does not show any differentiation for Grades 8 and 9.

The EEC observed the goals of using the formative assessment as well as differentiated assessment throughout the Intermediate grades. Also the EEC observed appropriate levels of assessment and student work in all intermediate classrooms.

Course overviews in the Intermediate Program (Grades 4 – 9) except for HCE 8 and 9 and Music 8 and 9 include course content, planning for assessment (teaching strategies and learning activities) and achievement indicators (assessment and evaluation methods) and provide evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.

6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)

Grade 4:

Percentage of students participating in Foundation Skills Assessment (FSA): 83%

Y, N, N/A

☒ Y FSA results are used to enhance student learning.

☒ Y FSA results are reported to parents.

Grade 7:

Percentage of students participating in Foundation Skills Assessment (FSA): 96%

Y, N, N/A

☒ Y FSA results are used to enhance student learning.

☒ Y FSA results are reported to parents.

The administration and teachers use the Grade 4 FSA results to enhance and improve their primary grade programs. The Grade 7 results are used to enhance and improve the intermediate program.

The school does not have a written policy on student participation on FSA exams, however historically, school practice has been to have all students, who are present and are able to take the exam, participate. This has been confirmed by examining their last 2 years participation rates.

6.06 2004 Graduation Program (Grades 10 to 12)

Y, N

☐ Y DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

Required Elements of Course Overviews are:

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

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

☐ S The EEC confirms that course overviews for English provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

☐ S The EEC confirms that course overviews for Mathematics provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements

☐ S The EEC confirms that course overviews for Social Studies provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements

☐ S The EEC confirms that course overviews for Science provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements

☐ S The EEC confirms that course overviews for Physical Education provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

☐ S The EEC confirms that course overviews for Modern Languages provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

☐ U The EEC confirms that course overviews for Fine Arts & Applied Skills Courses (*Art 10-12; Foods 10/11; Band 10-12; Yearbook 11, 12; Photography 10-12; Choir 10-12; Vocal Jazz 10-12; Drama 11*) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

☐ U Board/Authority Authorized (BAA) Courses have been developed according to the Ministry template.

U	For BAA courses developed after August 2011, Course Forms have been submitted to ministry.
S	The EEC confirms that course overviews for <u>Board/Authority Approved Courses</u> (Religion 10, 11 12; Yearbook 11, 12; Campus Ministry 12; Photography 10.) provide evidence that Authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements
S	The EEC confirms that course overviews for Health and Career Development Courses (10-12) provide evidence that Ministry prescribed learning outcomes are being met as required (i.e. Planning 10) and that Graduation Transitions (GT) includes the following components: <ul style="list-style-type: none"> • Personal Health (including 150 minutes of DPA) • Community Connectedness (including 30 hours of work experience) • Career and Life (including transition planning)
U	For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
S	The school has developed appropriate timetables to deliver the Graduation Program:
S	The school is assisting students in completing the requirements for Graduation Transitions.
S	The school meets the requirements for Daily Physical Activity (150 minutes per week) and report cards reflect that these requirements have been met.
S	The school has implemented a tracking system to ensure that the DPA requirements are being met.

Requirements for Graduation Transitions are met through the school's mandatory Physical Education classes in grade 10 and in optional PE classes for some grade 11 and 12 students. The remaining students are required to meet DPA requirements outside of class time and document their activities under the supervision of a school counsellor. Work experience hours are also tracked under the direction of the counselling department.

The EEC noted that some individual course overviews were written to cover several courses at once: one overview in each area, for all classes of Band and Choir in grades 10-12, Foods 10/11, Art 10-12, and Vocal Jazz 10-12. Care must be taken to insure that classes which contain multiple grade levels include separate overviews which are substantially different from one another.

The detailed course overview for the BAA course Photography 10 included all the necessary components. The overviews for Photography 11 and 12 were too similar to Photography 10 for the EEC to be able to determine any differentiation between the three courses. Detailed overviews had not been developed for any of the three BAA Teacher Assistant courses (Grade 10, 11 and 12).

The EEC confirms that all courses (except Fine Arts, Applied Skills, Photography and Teacher Assistant in the Graduation Program 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.

6.07 Graduation Credits

Y, N, N/A

Y

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

- Equivalency
- Challenge
- External Credits

A ^{zz's} take courses through various Distributed Learning providers, and St. Anne's is currently in discussion with Thompson Rivers University to explore the possibility of offering dual credit courses in their timetable in the future.

The school has developed an Equivalency Policy in which the student applies for credit to the Principal who then assesses any documentation provided by the applicant. The Challenge Policy places responsibility for assessing a student's capacity within each respective department. External credits are awarded under the direction of the Student Services Department.

A sufficient number and selection of courses are offered at St. Anne's, enabling students to meet BC graduation requirements as specified in the Educational Standards Order (Section 5).

6.08 Student Progress Reporting for Grades 10 to 12

Y, N, N/A

☐ Y Report cards communicate student progress to parents.

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

☐ Y The school uses Ministry guidelines for the teacher-marked portions of provincial exams.

St. Anne's report cards are distributed at the end of each of four terms (November, February, April and June), and parent/teacher interviews are held at the end of the first term. Students write provincial exams at the end of the school-year with 100% of students passing last year's exams s.22
Exam and school marks fall within 7% of each other in all courses except for Communications 12 and Apprenticeship Math 10 where the differentiation is 20% and 25% respectively, a difference that the EEC cautions the school to monitor in future exam periods.

6.10 and 6.11 Special Education Programs and Diagnostic Referral Services

Y, N, N/A

☐ Y DOES THE SCHOOL OFFER THE SPECIAL EDUCATION PROGRAMS

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

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

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

The school reviews the IEP 4 times per year.

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

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

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

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

☐ Y The school has a School Completion Certificate (Evergreen Certificate) Policy/Program.

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

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

St. Ann's High School special education program has a clearly defined mission statement and a well-developed program. The care and concern for the students within the program is immediately apparent. Staff consist of 10 CEAs, a High School and Elementary Coordinator. Student IEPs are detailed and reviewed at every reporting period. Parents and teachers are part of the IEP development process and teachers work hard to apply the goals and recommendations included in the IEPs. There is a classroom available which is equipped with various specialized equipment and materials for the exclusive use of special education students. The school has an extensive student referral program for such services as: POPARD, psychology (beyond level 2), Children's therapy and Family resources, occupational and psychotherapy. They also contract a speech pathologist. work experience, life-skill training and music therapy resources. Programs are in place for student transition from school as well. All records are kept in an orderly fashion and are easily accessible. The school does not communicate the special education policy to all parents (new parents are informed about the program) and, although there is a program in place for a School Completion Certificate, this is done on a case by case basis. There is no policy for this program.

6.12 English Language Learners (formerly English as a Second Language)

Y, N, N/A

☐ N The school offers English Language Learner (ELL) programs (formerly known as ESL programs)

6.13 Library Resources and Access

Y, N, N/A

☐ Y Students have access to library resources/facilities.

6.14 Computer Utilization for Instructional Purposes

Y, N, N/A

☐ Y Computers are used for instruction and administration purposes.

The EEC commends the school for upgrading the Secondary School computer lab by purchasing 31 Mac computers. In addition, 4 classrooms are equipped with interactive white boards which the staff is currently learning how to use for instructional purposes

6.15 Curriculum Implementation and Review

Y, N, N/A

☐ Y Curriculum review and implementation occurs.

6.16 Student Counselling and Guidance Services

Y, N, N/A

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

6.17 Additional Activities:

St. Ann's Academy offers students a wide range of additional activities. The school has a full athletic program in which students may participate in team and individual sports. Students can be involved in several service activities including food drives, clothing drives and missions trip to Tanzania. The school choirs and bands perform within the community. Students participate in many Catholic related activities throughout the year.

7.0 REPORT SUMMARY:

COMMENDATIONS:

The EEC commends the school for:

- The supportive and encouraging environment established by the teachers which apparent in the student body.
- Upgrading the technology within the school.
- The care, concern and dedication shown to the Special Needs students.

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, 2012:

- Develop course overviews for Music 8 and 9 and HCE 8 and 9.
- Record the completion of the HCE courses on the Permanent Record Card.
- Develop course overviews for multigraded courses in the high school Fine Arts and Applied Skills areas indicating a clear differentiation between the various grades.
- Develop a distinct BAA course if the school teaches Photography beyond Grade 10.
- Develop course overviews for the BAA courses Teaching Assistant 10, 11 and 12.
- Ensure the schools special education policy is formally adopted by the Authority and communicated to all parents.
- Develop, adopt and communicate a school completion certificate (Evergreen) policy.

And the following item by June 1, 2013:

- Develop a student records policy based on "Student Records: Requirements and Best Practices Guidelines – June 2012.

STATUTORY REQUIREMENTS:

The EEC concludes that St. Ann's Academy has met all the statutory requirements.

8.0 SUMMATIVE RECOMMENDATION:

Group 1 – It is the opinion of the External Evaluation Committee that St Ann's Academy 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.

9.0 APPENDICES:

Appendix B

Course Name	Ministry Code Number	Meets BAA course	BAA Course Form
Religion 11	YPHR 11	YES	YES
PHOTOGRAPHY 10	YVPA 10	YES	YES
PHOTOGRAPHY 11 AND 12	YVPA 11 AND 12		
These last 2 courses had overviews that were too similar to YVPA 10 so were not signed off.			

- For all new BAA courses developed since September 2010.

Statement of Compliance

The EEC confirms that the above-listed courses meet the ministry requirements for Board Authority Authorized (BAA) courses.

EXTERNAL EVALUATION REPORT
ON
OUR LADY OF PERPETUAL HELP SCHOOL, KAMLOOPS, BC
OCTOBER 17-18, 2012

INTRODUCTION:

Our Lady of Perpetual Help School (OLPH) is a Group 1, K-7 school located at 235, Poplar Street in Kamloops and the school's affiliation is CISKD. This year 157 students are enrolled according to the September submission to the Ministry.

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

The EEC consisted of a two member team, Pasquale Balletta, Principal and Janet Hitchcock, Retired Administrator who served as Chair for this evaluation. The EEC interviewed the Principal; met with teachers and support staff; visited classrooms and examined students' work; reviewed curriculum planning and structure including learning outcomes, learning resources and student evaluations; examined administrative procedures, school files, certification, CRC's and school facilities.

A pre-evaluation meeting was held with the administration and teachers on the morning of October 17 and the post-evaluation meeting took place on the afternoon of October 18.

The EEC thanks all members of the teaching and support staff, students and administrative personnel for their hospitality and cooperation. In particular, the EEC is appreciative of the support given to it by Principal and Administrative Assistant in supplying the required information. This enabled the team to complete its mandate in an efficient manner.

SECTION 1 – GENERAL INFORMATION:

Registration #: 5279 (Society, Company, Private Act, Order in Council)

Registration # verified against which document: BC Registry Services

Date of last filing of annual report to Registrar of Companies: November 30, 2011

Since the previous EEC report there have been upgrades to the existing building including lighting, heating and plumbing. CAT 5 cables have been installed throughout the classrooms for computer internet access and possible wires networking expansions.

OLPH is a member school of the Catholic Independent Schools Kamloops Diocese (CISKD). The

CISKD Board of Directors establishes policies for the member school of the CISKD. The school has an elected School Council that upholds policies of the CISKD; oversees staffing; establishes budgets and ensures Catholic philosophy.

The school leases two of its classrooms to an independent pre-school operator. CISKD, the school's authority, operates a DL school but it operates independently of OLPH.

SECTION 2 - SCHOOL FACILITIES:

The school building was originally constructed in 1962 with 2 classrooms added in 1968. In 2005 office space, a staff room, sick room and a teacher work area were added. There are eight classrooms on the main floor and an assembly hall with a stage; a computer room; music room and art room are located in the basement. The gym is in the OLPH Parish Centre which is located on the same site. The whole property is fenced and includes a large playing field for the intermediate grades and a primary play area that contains play equipment. During the school day all doors are locked and visitors can only gain entry by ringing a bell at the main door.

2.01 The school meets the municipal codes for:

Y, N, N/A

☒ Y zoning and building

☒ Y fire prevention

☒ Y The school has a current letter from the municipality stating that there are no outstanding compliance concerns.

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

2.02 Safety drills are carried out regularly:

	Frequency of Drill
Earthquake Drill:	<u>The first drill is scheduled for October 26, 2012</u>
Fire Drill:	<u>October 12, 2012</u>
Other Drills: List nature and frequency	<u>3 Lock Down drills are scheduled this school year.</u>

2.03 School facility maintenance and safety:

Y, N, N/A

Y

 School facility is well maintained and is clean

Y

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

Y

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

Evidence indicates that OLPH is in compliance with Municipal requirements. Teachers are given the necessary information to allow for successful safety drills. A lockdown policy has been developed and the teachers and students have been informed as to what to do if the code words are delivered.

The school is clean and well maintained.

s.22

s.22

SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

OLPH strives to guide and challenge the whole child in his/her spiritual, intellectual, physical, social and emotional growth by promoting the Catholic faith and providing a Christian atmosphere in all aspects of the educational program.

The school is focussing on educational technology and its integration into the classroom. Within the next year OLPH will receive a structural upgrade to its computer lab. Further plans include purchasing interactive white boards and iPads.

Plans are in place to either repair or replace the roof.

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

SECTION 4 – SCHOOL ADMINISTRATION

4.01 Administrative Structure

Y, N, N/A

Y

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

4.02 Principal

Y, N, N/A

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

☐ Y The school principal is a BC certified teacher.

OLPH has restructured its administration from the last external evaluation and now operates with a sole Principal. This Principal is responsible for the Religious and Academic programs; the day-to-day administration of the school, budgeting and purchasing; communications with the parish, the diocese and the Ministry of Education; hiring and evaluating staff and the tone and discipline within the school.

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

4.03 Student Records

Y, N, N/A

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

Form 1704 have attached inclusions:

☐ Y Medical alerts, e.g., epilepsy, anaphylaxis

☐ Y Legal alerts, e.g., court orders, name change, immigration documents

☐ Y Individual Education Plans (IEP) and Case Management Plans (CMP)

☐ Y Education support services, e.g., testing, adjudication requirements

☐ N/A Notification of student registered as being homeschooled

☐ Y If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.

Student Records include the following Additional Required items:

☐ Y Copy of verified original birth certificate or other legitimate identification document

- | | |
|---|---|
| Y | Official names of parents/guardians with home/work contact information |
| Y | Parent/guardian information – declaration of being lawfully admitted to Canada and resident in BC (Appendix II of the Student Records: Requirements and Best Practice Guidelines) |

The school authority is in the process of developing a Student Records policy in accordance with the “Student Records: Requirements and Best Practice Guidelines – June 2012” document on the Independent Schools website. The current practice includes:

- | | |
|---------|---|
| Not yet | Sharing the Policy with the school community |
| Y | Protocols for updating Permanent Student Records annually |
| Y | Protocols for handling of sensitive information, access and disclosure of information, and transfer and storage of student records. |
| Y | The storage of Permanent Student Records ensures safekeeping from fire, theft, etc. |

The EEC found the student records to be very well maintained. Special care had been taken to ensure that clear information was kept regarding those students with medical alerts.

The school is required to verify with the Ministry by June 1, 2013 that it has completed the development of a student records policy based on the “Student Records: Requirements and Best Practice Guidelines – June 2012”

4.04 Personal Information Protection Act (PIPA)

Y, N, N/A

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

4.05 Registered Homeschooled Children and other enrolments

Y, N, N/A

- | | |
|-----|--|
| N | The school offers a homeschooling program, |
| N/A | The school has Permanent Student Records and assigned PEN numbers for all registered homeschoolers. |
| N/A | The school has a policy in place to provide services and resources to homeschoolers (in compliance with <i>Independent School Regulation, Section 6</i>). |

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

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

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

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

Number of INAC funded students: 0

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

Y, N, N/A

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

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

This school year, the school anticipates receiving special education grants

Total Special Education Grant Received: \$ 215,100

Total number of students with special needs: 10

The school receives French Grant.

The school has completed an annual financial audit

Name of Auditing Company/Firm: Daley and Company

4.07 Utilization of Provincial Conditional Grants

Y, N, N/A

The school has participated in the ‘Ready, Set, Learn’ program.

The ‘Ready Set Learn’ Grant was used to purchase resources for the students such as backpacks and informational material for the parents.

4.08 Bonding Information (Group 4 schools only)

Y, N, N/A

Is this school a Group 4 school?

The Group 4 school has a “Fees and Bonding Statement” for the current school year that has been filed with the Office of the Inspector of Independent Schools.

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

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

4.09 Communication

Y, N, N/A

Staff meetings are regularly scheduled.

Parent communication occurs frequently.

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

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

Has this responsibility been assigned to a staff member?

4.10 Appeals

Y, N, N/A

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

4.11 Student Discipline

Y, N, N/A

The school has written discipline policies and procedures.

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

OLPH policies are available to parents and teachers on-line, in handbooks and through the school office. The policies are current and thorough. The school is to be commended for the production of its Parent Handbook in which all necessary information is so clearly presented.

4.12 Student Supervision

Y, N, N/A

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

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

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

4.13 Abuse Protocols

Y, N, N/A

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

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

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

☒ Y The child abuse policy is communicated to staff and parents.

☒ Y School staff is trained in relation to this policy.

4.14 Anti-bullying and Harassment Policy

Y, N, N/A

☒ Y The school has an anti-bullying and harassment policy.

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

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

The above policies and related procedures are very clearly outlined to parents and teachers in their handbooks and on the website. Teachers are well informed about items relating to child abuse and neglect and how to report issues is clearly outlined.

4.15 Emergency Policies/Procedures

Y, N, N/A

- | | |
|---|--|
| Y | The school has written policies and procedures in place to deal with accidents and medical alert situations and these policies and procedures have been communicated to staff and parents. |
| Y | The school has implemented transportation/field trip safety procedures and these policies and procedures have been communicated to staff, students and parents. |
| Y | There is staff trained for first aid/emergency situations. |
| Y | The school has student safety procedures in place when using rented facilities to fulfill educational program requirements. |
| N | The school has/operates its own bus or bus system. |

All students have signed “The Power of One, Bully Prevention Oath” poster which is prominently displayed near the school entrance.

All the staff members at OLPH have recently taken first aid training.

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

5.01 Teacher Certification and Assignment

	#
Number of full time BC Certified Teachers (includes Principal):	9
Number of part time BC Certified Teachers:	3
Number of teachers with a current Letter of Permission:	0
 Number of teachers without BC Certification:	 0

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

Number of new Teachers this year 1

Number of new Teachers last year 3

Y, N, N/A

- | | |
|-----|---|
| Y | Teachers' personnel files include copies of appropriate and valid BC teaching certificates (BCCT or TRB). |
| Y | Administration verifies that all teachers have current TRB status (see TRB Website). |
| Y | Administration tracks CRC renewals/currency for all BC Certified Teachers |
| N/A | All teachers are appropriately assigned with respect to any certificate restrictions. |
| N/A | In Group 4 schools with multiple intake dates in a year, administration is planning to ensure all teachers are BC certified for each term over a 12-month period. |
| N/A | ELL programs/courses taken for credit are taught by BC certified teachers. |

In addition to the classroom teacher students receive instruction from specialist teachers in the areas of PE and Music. The Teacher Assistants are assigned to work primarily in supporting the Special Needs students.

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

5.02 Support Staff

Y, N, N/A

- | | |
|---|---|
| Y | The EEC confirms the number of administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, persons assigned other tasks, etc. as provided by the school in the Catalogue of School data. |
| Y | Satisfactory criminal record checks, in accordance with the "Criminal Records Review Act" have been obtained and placed on file for all employees (other than certified teachers) and contractors working with children. |

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

#

Number of Teaching Assistants employed:

4

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

s.22

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

5.03 Professional Development

#

Number of days allotted to professional development:

5

Y, N, N/A

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

5.04 Teacher and Principal Evaluation

Y, N, N/A

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

☐ Y Teacher and principal evaluations occur according to policy.

SECTION 6 - EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

6.01 Instructional Time Requirements

Y, N, N/A

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

The EEC confirms the school's actual instructional hours as 920 per year.

6.02 Grade Groupings

OLPH School is comprised of a full day Kindergarten class; a Grade 1/2 split class and a Grade 2/3 class in the primary grades and single classes in each of Grades 4-7 grades. All classes are located

in a very spacious and well-equipped building.

A clearly established Catholic school environment is evidenced by the many Catholic symbols and pictures visible through the halls and rooms as well the many prayer opportunities that happen throughout the day.

6.03 Primary Program - Kindergarten to Grade 3

Y, N, N/A

Y

 DOES THE SCHOOL OFFER PRIMARY GRADES

Y, N, N/A School Kindergarten program is:

Y

 Funded full-day

N

 Funded half-day

N

 Funded both full-day and half-day

Required Elements of Course Overviews are:

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

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

S

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

U

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

S

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

U

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

- | | |
|---|---|
| U | For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs. |
| S | Report cards communicate student progress to parents. |
| S | The school meets the requirements for Daily Physical Activity (30 minutes per day) and report out to parents that these requirements have been met. |

The EEC observed well-equipped, and neatly organized primary classrooms, as well as happy and well-mannered students.

There are no HCE Course Overviews for any of the Primary grades. Some parts of the curriculum may be integrated into other subject areas; however there is no clear indication as to how the outcomes are being met.

The Grade 2 students are placed either in a Grade 1/2 split or a Grade 2/3 split. There were also split grade classes in the school last year. Course overviews for Science, SS, Art, HCE and Religion do not clearly delineate the subject content taught to ensure that students have covered all necessary learning outcomes by the end of their primary grades regardless of which split classes they were in.

Course overviews in the Primary Program (Grades K-3) in the areas of Language Arts, Math and PE 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. Although other course overviews have been developed the EEC was unable to determine how the primary curriculum was being fully covered in the split grades.

6.04 Intermediate Program

Y, N	
Y	DOES THE SCHOOL OFFER INTERMEDIATE GRADES

Required Elements of Course Overviews are:

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

S, U, N/A

Satisfactory, Unsatisfactory or Not Applicable

S

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

S

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

S

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

N/A

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

U

For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.

S

Report cards communicate student progress to parents.

S

The school meets the requirements for Daily Physical Activity (30 minutes per day in grades 4-7 and have the option to do 150 minutes per week in grades 8-9) and reports out to parents separately on report cards that these requirements have been met.

N/A

If grade 8-9 students are choosing to meet the weekly requirements, the school has implemented a tracking system to ensure that these weekly DPA requirements are met.

The Intermediate program (4-7) is taught in well-equipped and well-resourced classrooms. The students in grades 5-7 rotate through “specialist” teachers in Math, Science, French, and Social Studies. This enables students to receive a highly focused and consistently taught approach, with learning subject specific outcomes and processes. The EEC observed that all Intermediate course overviews are well done and student assessment is varied and appropriate for this time of year. HCE is planned and integrated throughout the intermediate grades however; there is no clear indication of assessment for the outcomes. HCE is not being reported on report cards or permanent record cards.

Course overviews in the Intermediate Program (Grades 4 – 9) except for HCE 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.

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

6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)

Grade 4:

Percentage of students participating in Foundation Skills Assessment (FSA): 84 %

Y, N, N/A

☐ Y FSA results are used to enhance student learning.

☐ Y FSA results are reported to parents.

Grade 7:

Percentage of students participating in Foundation Skills Assessment (FSA): 95 %

Y, N, N/A

☐ Y FSA results are used to enhance student learning.

☐ Y FSA results are reported to parents.

The FSA results are reviewed yearly by administration, the primary and intermediate staff members and the Special Education Director. The team uses the Grade 4 and Grade 7 results to affirm areas of academic strength and to create an action plan to address areas that require improvement.

6.06 – 6.09 2004 Graduation Program (Grades 10 to 12)

Y, N

☐ N DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

6.10 - 6.11 Special Education Programs and Diagnostic Referral Services

Y, N, N/A

☐ Y DOES THE SCHOOL OFFER THE SPECIAL EDUCATION PROGRAMS

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

☐ Y This policy has been made available to parents (e.g. School Handbook, online, etc.)

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

The school reviews the IEP 3 times per year.

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

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

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

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

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

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

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

The EEC observed a Learning Assistance and Special Needs Programs, supervised by a qualified Learning Assistance teacher, in which the students were receiving appropriate support. Well-developed IEP's help those involved with the students, including the Certified SEA's, give valuable support to the Special Needs students. The parents of these students have regular contact with the teachers. The school has a well-equipped room where the students may receive individualized special support. The EEC also observed the students as they worked in the regular classroom. Students are referred to registered private practitioners as needed.

6.12 English Language Learners (formerly English as a Second Language)

Y, N, N/A

☐ N

The school offers English Language Learner (ELL) programs (formerly known as ESL programs)

6.13 Library Resources and Access

Y, N, N/A

☐ Y

Students have access to library resources/facilities.

6.14 Computer Utilization for Instructional Purposes

Y, N, N/A

☐ Y

Computers are used for instruction and administration purposes.

6.15 Curriculum Implementation and Review

Y, N, N/A

☐ Y

Curriculum review and implementation occurs.

6.16 Student Counselling and Guidance Services

Y, N, N/A

☐ Y

Personal, academic and/or vocational counselling is provided.

6.17 Additional Activities:

The students at OLPH are able to participate in a wide variety of team sports. Students are also involved in monthly school liturgies, assemblies, sacramental preparation and other Catholic celebrations throughout the year. Other activities include book fairs, walkathons, choir and band presentations and a fall fair. OLPH is to be commended for providing such a rich and diverse extra-curricular program for their students.

7.0 REPORT SUMMARY:

COMMENDATIONS:

The EEC commends the school for:

- Establishing a friendly and joyous atmosphere which is displayed by both students and staff.
- The way that the Catholic faith is highly visible and clearly integrated throughout the life of the school.
- The wide range of extra- curricular activities offered in the school.
- The well-developed Parent Handbook.

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, 2013:

- The development of course overviews for HCE which show how this course is integrated into other areas and the reporting HCE on both report cards and the permanent student record (1704)
- Develop course overviews in the split grades (Grades 1, 2 and 3) to ensure that students will have covered all the curriculum topics in various subject areas by the end of their primary grades.

And the following item by June 1, 2013:

- Develop a student records policy based on “Student Records: Requirements and Best Practices Guidelines – June 2012.

STATUTORY REQUIREMENTS:

The EEC concludes that Our Lady of Perpetual Help has met all the statutory requirements.

8.0 SUMMATIVE RECOMMENDATION:

Group 1 – It is the opinion of the External Evaluation Committee that Our Lady of Perpetual Help 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.



The Best Place on Earth

Ministry of Education

Office of the Inspector of
Independent Schools

GROUP 1 AND 2
MONITORING INSPECTION
SCHOOL YEAR 2012-2013

SCHOOL NAME SKELEP SCHOOL OF EXCELLENCE				GROUP 2	SCHOOL NUMBER 07397036
CITY KAMLOOPS			PRINCIPAL GARRY GOTTFRIEDSON		
SCHOOL AUTHORITY KAMLOOPS INDIAN BAND CHIEF AND COUNCIL <i>new name -> TK'emlups te Secwepemc</i>				SCHOOL PHONE NUMBER 250-828-9777	
GRADES K-7	ELEMENTARY ENROLMENT 120	SECONDARY ENROLMENT N/A	HOME-SCHOOLED STUDENTS 22	TOTAL STUDENTS 123	INTERNATIONAL STUDENTS NONE
RECOMMEND CURRENT GROUP CLASSIFICATION: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> COMMENT:					
DATE OF VISIT FEBRUARY 27, 2012		MINISTRY INSPECTOR/ASSISTANT INSPECTOR BERKLEY GLAZER		ATTENDEES GARRY GOTTFRIEDSON	
PREVIOUS VISIT OCTOBER, 2010		SIGNATURE <i>[Signature]</i>		CERTIFICATE EXPIRY DATE: JUNE 2011 - 2017	

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

1. CHANGES SINCE LAST EE/ MONITORING INSPECTION IN:

- a) Facilities (Municipal/Regional District compliance?)

no changes to date

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

no change in program

- c) Administration structure

*Principal is new - 100% Admin / No vice principal
a head teacher in charge of curriculum has been appointed*

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

*the school had no policy or statutory matters
to deal with.*

2. MUNICIPAL REQUIREMENTS

- a) Facilities meet municipal/regional codes.

Yes ☒ No ☐ Comment:

- b) Facilities receive regular inspections by local officials.

Yes ☒ No ☐ Comment:

*- Fire Department
- Safety & Engineering department from
Indian Band
- Health Inspection*

- c) Municipal school zone signs are in good repair.

Yes ☒ No ☐ Comment:

3. STUDENT/SCHOOL SAFETY

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

Yes ☒ No ☐ Comment:

*yes, records are kept and filed in
school office*

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

Yes ☒ No ☐ Comment:

*field trip permission forms sent home
for every trip*

- c) Facilities are adequately maintained and clean.

Yes ☒ No ☐ Comment: very well kept school

- d) School uses cloth towel dispensers.

Yes ☐ No ☒ Comment: all paper towel dispensers

- e) The school regularly practices safety procedures.

Earthquake drills: Yes ☒ No ☐

Frequency:

Fire drills: Yes ☒ No ☐

Frequency: 2 per term

Comment:

- they do a lock down drill each year

4. SCHOOL PHILOSOPHY AND ADMINISTRATION

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

Yes ☒ No ☐ Comment:

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

Yes ☒ No ☐ Comment:

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

Yes ☒ No ☐ Comment:

Name of Auditor: KN & V Chartered Accountants LLP

- d) Grants received:

Operating Grant \$	809,855	Operating Expenses \$	1,908,628
Special Education Grant \$	65,769	# of students receiving Sp. Ed. Grants	18
French Grant \$		Expenses	

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

Yes ☒ No ☐ Comment:

- New Paths for Education Programs
 - Artists in Education Program

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

Yes ☒ No ☐ Comment:

- g) School has written policies pertaining to:

Student Discipline
 Reporting of Child Abuse
 Student Records
 Appeals (Parent and Teacher)
 Supervision
 Anti-bullying
 Field Trips

Comments:
 Yes ☒ No ☐
 Yes ☒ No ☐
 Yes ☒ No ☐
 Yes ☒ No ☐ - appeals go to school board
 Yes ☒ No ☐
 Yes ☒ No ☐
 Yes ☒ No ☐

Protection of Privacy
Principal / Teacher Evaluation
Challenge/equivalency

Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐

-policy for teacher
and principal

5. EDUCATIONAL PROGRAM

a) Instructional Staff Teachers: Assistants:
Headcount 10 8
FTE 9.6 7.5

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

Yes ☒ No ☐ Comment:

ii) Teaching certificate is in progress.

Yes ☐ No ☒ Comment:

BCCT:

ISTC:

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

Yes ☒ No ☐ Comment:

iv) Staff turnover since last inspection/monitoring visit:

Yes ☒ No ☐ Comment:

5 new staff and new Principal
since last evaluation

b) Student Records:

i) Permanent Student Records

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

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

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

IEP's/CMP's

Registered homeschooled students

Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐

ii) Additional Student Record Items:

Legal name (photocopy of birth certificate)

Allergies and other health concerns

Emergency contact numbers

Doctor's name and contact information

Care Card number

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

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

Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐
Yes ☒ No ☐

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

Yes ☒ No ☐

iv) Verification of International Students' legal presence in Canada

Yes ☐ No ☐

N/A

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

Yes ☒ No ☐ Comment:

1089 hrs.

ii) Course Overviews:

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

Core Subjects:

K-3

Yes ☒ No ☐ Comment:

4-9

Yes ☒ No ☐ Comment:

Non-Core Subjects:

K-3

Yes ☒ No ☐ Comment:

4-9

Yes ☒ No ☐ Comment:

Graduation program

required courses

N/A

Yes ☐ No ☐ Comment:

electives

N/A

Yes ☐ No ☐ Comment:

iii) Board/Authority Authorized Courses:

- have been registered with a 1526 form:

N/A

Yes ☐ No ☐ Comment:

- have been developed according to Ministry BAA template? N/A

Yes ☐ No ☐ Comment:

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

Yes ☒ No ☐ Comment:

ii) Has the school developed a special education policy?

Yes ☒ No ☐ Comment:

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

Yes ☒ No ☐ Comment:

iv) Special Needs budget:

Yes ☒ No ☐ Comment:

e) Provincial Assessment

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

Yes ☒ No ☐

Comment:

Grade 4 ☒Grade 7 ☒

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

The school uses FSA results to improve scores every year.

iii) Provincial examinations.

N/A

Grade 10:

Grade 11:

Grade 12

Comment on the comparison of school/exam mark:

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

Yes ☒

No ☐

Comment:

OFFICE FOLLOW-UP INFORMATION

Not Responsive