

EXTERNAL EVALUATION REPORT
ON
KENNETH GORDON SCHOOL, BURNABY
OCTOBER 26 AND 27, 2009

INTRODUCTION

Kenneth Gordon School is an independent school offering grades 2 – 7 in Burnaby. The school is located at 7855 Meadow Avenue and serves the greater Vancouver area. Enrolment at the school is 78 students with no international students or homeschool learners. The authority of the school is the Society for the Education of Children With Specific Learning Disabilities.

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

The EEC was comprised of Sherri Ko, principal of Discovery School in Victoria, and Berta den Haan, retired (chair). During the visitation, the EEC:

- interviewed the principal and vice 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 evaluation
- examined administrative procedures and school facilities

A pre-evaluation meeting was held with the administration and staff on the morning of Monday, October 26, 2009. A post-evaluation meeting took place with the administration and staff on Tuesday, October 27, 2009.

The EEC thanks the administration, teachers, support staff and students for their hospitality and assistance in facilitating this external evaluation.

1. GENERAL INFORMATION

There have been a number of significant changes at Kenneth Gordon School since its last evaluation six years ago.

At the centre of the changes is a greater role for certified teachers and a diminished role for para-professional tutors. The school now employs a

number of resource teachers in Math and Language Arts. This has allowed a move to team-teaching in these subjects. Teams for each division have planning time built into the schedule and students are taught in small, flexible groups.

The routines for formal assessment and the number of assessment instruments have been expanded. All students are scheduled to have two or three formal, individual assessments in Language Arts and Mathematics each year.

A team of three teachers form a social responsibility team. They address the Learning Outcomes of Health and Career Education in teaching P.E., Daily Physical Activity, social responsibility lessons and individual mentoring of each student in the school. They also organize and supervise students clubs as well as two overnight campouts each year.

The school uses the services of several consultants including a psychologist, speech and language pathologist, occupational therapist, and a counsellor. They provide direct services to the students and their families, give input to student programs and provide professional development for staff members.

A vice principal has been appointed to oversee the provision of services from consultants and to enhance the support for the learning of all students.

One staff member has been trained to conduct Integrated Play Groups and the school has been approved to be a Roots of Empathy School.

The school day has been lengthened by thirty minutes.

The school is governed by a Board of Directors that meets monthly to establish and review strategic and business plans, budget, staffing, policies and programs. Board members are elected each year by the Society. The Society consists of staff members and two parents from each child attending the school. The Society is duly registered (S-0015350), and is in good standing with the *BC Society Act*. The last annual report and financial statements were filed with the Registrar on October 10, 2009.

The school operates a four day camp after the end of each school year. This is a voluntary activity for current students and students enrolled to enter in September. Staff members who organize and run this camp are also doing this on a volunteer basis.

The school year begins on the Tuesday after Labour Day and ends the third week in June. The school day runs from 8:35 a.m. to 3:00 p.m. Monday through Friday.

2. FACILITIES

Kenneth Gordon School is housed in a building leased from the Burnaby School District. This school was originally built in the 1960's and consists of four classrooms, a half size gym, staffroom, offices and washrooms. Three portables have been added to the site (1988, 1995, 2000). One serves as a classroom and also has three small group rooms, another houses fifteen tutoring offices and the third has a large open space used for fine arts teaching, meetings and four offices used by consultants and the social responsibility team. All space in the main building and portables is well used. The school appeared clean and maintained. Maintenance and janitorial services are supplied by employees of the Burnaby Board of Education.

The property on which the school is located is spacious with a large field, and a playground with benches and picnic tables. Students make good use of this space during breaks as well as before and after school.

The EEC is satisfied that Kenneth Gordon School facilities meet all municipal codes for building, fire and health. Alarms, fire extinguishers, and safety equipment appear to be in good working order. All washrooms are equipped with paper towel dispensers. Student safety issues are important, and the EEC observed that students were supervised throughout the school day. Evidence was noted that regular fire and earthquake drills are held.

3. SCHOOL PHILOSOPHY AND PRACTICE

Kenneth Gordon School exists "to provide an effective academic and emotionally supportive environment for the remediation and education of the child with specific learning disabilities." All students have an Individual Education Plan (IEP) which addresses strategies for dealing with disabilities or deficits in language processing, mathematical proficiency, working memory, executive function, or emotional and social issues.

A collaborative and team approach at the school gives students much needed one-on-one tutoring using a variety of strategies, including the Orton-Gillingham approach, and small group instruction.

The school's goal is to transition students back to their community schools within two or 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.

Because the school's lease with the Burnaby School District will expire in June 2011, the Board of Kenneth Gordon School is currently involved in looking for a new location and running a capital campaign to fund the project.

4. SCHOOL ADMINISTRATION

The school is headed by a principal who is responsible for the overall running of the school. Two years ago a vice principal was hired to oversee the work of the consultants and to use her expertise in developing programs for students with special needs. A job description for the principal is on file; the one for the vice principal is being formalized based on the hiring criteria, the current needs of the school and areas of the vice principal's expertise. There is sufficient time allotted for the administration of the school. The school employs two office secretaries full time.

The school maintains extensive records for each student. Each student has a binder containing all information about the student's current educational program that is kept in a locked cupboard in the office. As well, there is a binder in the office containing the IEP's for all the students in a particular division. These binders are accessible to all staff members who are working with the students and can be signed out as needed. The 1704's are kept in a locked fireproof cabinet in the principal's office. Included with the 1704's are the student applications to attend Kenneth Gordon School and all inclusions that were with the 1704's when the students arrived. The 1704's have not been completed for the last school year. Student contact information, as well as medical and emergency information have been entered on the computer with printouts organized in a binder that is accessible to all staff members.

While student records are complete, attention should be given to housing all required items for the PSR together in the fireproof cabinet and updating the 1704's so that the files comply with the Inspector's "Student Records: Requirements and Best Practice Guidelines for Independent Schools."

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.

In the last school year, Kenneth Gordon School utilized the Literacy Innovation Grant to acquire testing resources. The EEC confirmed with the school that current IEPs are in place for students receiving Special Education Grants and that the funds provided have been expended in support of these students.

Two hour staff meetings are held every month and include an hour of professional development. All staff members have a Staff Handbook, access to a daily bulletin, and attend five minute briefings three times a week. Emails are also sent out as required.

Parents receive a weekly newsletter detailing school events as well as a monthly newsletter that supplies information about the instructional program at the school. Formal report cards are sent out three times per year with the first two followed by 40 minute parent-teacher meetings. Homework binders or emails give teacher, tutors and parents very regular contact. In addition formal team meetings are held as needed. Parents must also sign consent forms whenever students see a consultant.

Policies for all required areas are all in place and are communicated through handbooks (staff and parent/student) as well as meetings.

5. TEACHER CERTIFICATION

The Principal of the School is a **BC certified teacher, as required by Section 8 of the Act.**

There are 15 teachers on staff for an FTE of 13.3. All teachers are appropriately assigned according to their certificate.

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

The school employs sixteen tutors or educational assistants who work one-on-one with the students under the supervision of the classroom teacher. A librarian assistant takes care of the clerical aspects of the library, including recording keeping for independent reading. **There is evidence on file that criminal record checks have been completed for all employees or contractors "working with children".**

There are seven formal professional days allotted in the 2009-10 school year. Teachers participated in the Provincial Professional Day in October, two days are used for parent-teacher conferences, one is a report card writing day, and the other three are for planning and in-house professional development.

A staff evaluation policy is directed by the Collective Agreement. All staff members are also encouraged to develop Professional Growth Plans. As well, there are many opportunities for professional growth – consultants offer noon hour chats, book clubs meet (currently a number of teachers are involved in a cross school book club studying Debbie Miller's book "Teaching with Intention"), demonstration lessons can be attended, other seminars are

offered and the first hour of every staff meeting is devoted to sharing best practices. Both the principal and vice principal are very open with staff in modeling their own professional growth plans.

The Board reviews the performance of the Principal and Vice Principal yearly.

Many staff members have worked at the school for a long time. The yearly turnover of both teachers and tutors is small.

6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION

There are five multi-graded classrooms categorized by divisions and all classes are limited to 16 or fewer students in order to accommodate the multiple functioning levels within each class. All students have designated learning disabilities. Having multi-grades rather than straight grades gives administration the flexibility to group students according to academic functioning level, as well as emotional and social needs in attempts to develop more cohesive classes. Administration indicates that all students are on individualized educational plans and have modified programs. The School's goal is to provide intensive remediation in order for the students to transition back into their neighbourhood schools on an adapted program. The classroom teachers and support teachers attempt as much as possible to follow the Ministry prescribed learning outcomes for the set grade level, delivering the curriculum in the format that best matches the learning style of the students. Teachers use a 'hands-on' approach when instructing their students. The EEC noted the teachers' concerted efforts to ensure student success by presenting concepts with visuals when feasible, providing extensive guided practice of skills, limiting independent work, utilizing alternative resources, focusing on embedding strategies, and making significant accommodations for difficulties with written output and lower reading abilities.

The classroom teacher is the case manager for students in their classroom. To promote retention of concepts and growth in literacy and numeracy, the school has purposefully designed a school-wide team teaching model for math and language arts, which endorses the use of school-wide teaching strategies paired with good teaching practices. For Language Arts, the team consists of three teachers: the classroom teacher, the language support teacher (LAST), and the language resource teacher (LART). The three teachers divide the students into groups of five and each instructor delivers the concepts to their group. This model gives the opportunity for struggling students to be grouped according to academic functioning level, as well as emotional and social needs. Groups remain fluid throughout the year with rearrangements taking place monthly. All students spend an additional daily session with a tutor. For Math, the math resource teachers (MARTS) aid in

the planning of lessons, support the student understanding, and often share or take the lead in the delivery of the program. The Math learning support teacher (MAST) works with a small group in the math support room.

Whole group instruction regularly occurs for Science and Social Studies. Given the composition of the classes, a significant amount of individual instruction is provided to the students.

In the past few years the school has restructured their timetabling, updated curriculum methodology, implemented a team teaching philosophy, developed extra-curricular programs, and added many support personnel. The EEC commends the School on aligning their program initiatives with their mission to promote the attainment of each child's academic potential. The EEC commends the teachers for their strong support for the mission and vision of the school and for their support of the students placed under their care.

As student programs are deemed modified, the school is not required to develop course overviews that meet all Ministry Learning Outcomes. The EEC noted each division has developed overviews for all subjects, which include all necessary components. If and when the school transitions students from modified to adapted programs, the school is encouraged to clearly indicate for all course outlines how the provincial learning outcomes and student assessment are addressed at the different grade levels and over the two to three years, within the same division.

The Educational program in Grade 2 through Grade 7 meets the time requirements of the BC curriculum for all subjects, as specified in the Educational Standards Order (Section 3).

Primary Program (Grades 2/3/4)

Presently the school does not enrol any students in Kindergarten or grade 1. Kenneth Gordon operates one primary class: Division 1. It is a multi-grade 2/3/4 split class with three grade 2 students, five grade 3 students and eight of the ^{S22} grade 4 students. The walls of the primary classroom are decorated with teaching charts for all subject areas, and a student display of types of graphs and student artwork on the walls both inside the classroom and in the hallway. The room is bright, cheerful and full of activity. The classroom is furnished and well organized with shelves, tables, student storage areas, a sink, and storage cupboards. A variety of hands-on science experiments are on display. Student work is kept in either colour-coded binders or duo tangs and shelved together. Desks are arranged in rows on one side of the room to accommodate an open carpeted area for various other activities. Activities observed were story sharing, group instruction for a math lesson, and a vocabulary brainstorming session for a creative writing

assignment. Although the school has a library, the primary classroom houses a variety of books grouped in baskets labelled according to genre.

Language Arts

The classroom teacher, LART, and LAST work together using a variety of resources to develop a range of activities to teach reading comprehension, spelling, grammar, and writing. The language arts program has a strong emphasis on guided reading and reading comprehension strategies, spelling strategies, acquiring writing skills through guided practice and journal writing, and developing speaking and listening skills. Basic reading skills are taught individually during individual tutorial sessions. The EEC observed each instructor working with a group of five students. One group was brainstorming vocabulary for imaginative writing, another was drafting and editing their stories, and the third group was reading a story together and classifying vocabulary as a post exercise. Many resources are used to support Language arts: Orton Gillingham materials, Explode the Code workbooks, the internally developed Kenneth Gordon spelling program, cloze exercises, basal readers, various novels, a levelled reading series by Scholastic, and many teacher-made worksheets and commercial workbooks. The EEC saw indication students are evaluated on their basic reading skills, spelling scores, writing assignments, and comprehension exercises. Observations and self-assessment conferences are also utilized. The tutors also provide monthly feedback in the way of checklist sheets to the teachers.

Math

Math Focus is the School's new school-wide math program. The teachers will supplement, when necessary, with the use of activities from the MathQuest, Math Journeys, Prism Math, and the Spectrum series or with teacher-made worksheets and commercial workbooks. Course outlines, daily lesson plans and observation in the classroom give evidence that the activities, teaching strategies and evaluating procedures meet the Ministry-prescribed learning outcomes at the primary level and accommodations are made. The EEC observed students working in small groups learning number patterns, and noted evidence of place value, regrouping, and graphing instruction and activities.

Science

Science is organized in thematic units and is taught alternatively with Socials. There are three 50-minute blocks in the timetable. The teacher is bringing in a variety of teaching and hands-on resources, creating appealing activities to engage the students' interest. The EEC observed students hypothesizing, observing, and recording behaviours of mealworms. Student work supported teaching of snails. The course outline indicates students will also study properties of matter, water, and the human body.

Social Studies

Social Studies is also organized in thematic units around environment, society and culture, and economy and technology. Students engage in activities collected from a variety of resources. Both student work and the daily plans indicate students have been studying landforms, continents, and bodies of water. Repeated reviews of previous lessons are provided in order to develop retention of vocabulary and concept understanding.

Intermediate (Grades 4 – 7)

There are four intermediate divisions. Division 2 is a 4/5 combination class with eight grade 4 and eight grade 5 students. Divisions 3 and 4 are both grade 5/6 classes. Division 3 has twelve grade 5 students and three grade 6 students, while division 4 has four grade 5 students and eleven grade 6 students. Division 5 has three grade 6 students and thirteen grade 7 students.

Three of the divisions are housed side by side in the school's main building. Division 2 is located in a portable linked to the main building. In each classroom there is a desktop computer for the teacher. Wall space in the classroom is well utilized with thematic bulletin boards, postings of reading, spelling and writing groups, school conduct charts, the 7 rules of friendship, and medic alert posters. The teaching charts for each subject are in keeping with classroom themes, and learning. The school's Orton Gillingham (OG) syllable, multiple spelling, and vowel charts are displayed in every room of the school. Each of the classrooms is well organized, with shelves for student binders, storage cupboards, filing cabinets, various hands-on materials, Action BC bins, and teacher and student reference materials and textbooks. Most have a microwave, TV with DVD, scanner and laser printer. Student desks and tables are grouped to accommodate a co-operative working environment all facing the whiteboard, with an overhead projector positioned for group instruction. There are 35 new Apple Mac Books which are housed and secured in power-supplied laptop storage units. These notebooks are used by students and shared among the classrooms. As in the primary classroom, in most intermediate classrooms there is a selection of books grouped according to genre for the students to read. Located inside the main classrooms, and outside the classroom of division 2, are cloakroom areas with shelves, and hooks for the students. This contributes to tidiness in the classrooms. In the hallways there is an array of student artwork and a student "hall of fame" board. The hallway walls boast two parent-painted murals, one related to Harry Potter and the other a jungle theme. The EEC commends the school for the tone of the classrooms, which is positive, industrious, and one based on mutual respect. Pacing, curriculum, and conduct expectations are consistent from class to class. The environment is conducive to learning.

Teaching strategies and learning activities are designed to encourage individual advancement of academic skills, and are in line with the school's philosophy, that all children can learn to actualize their potential. This all takes

place in a positive community that builds relationships and social responsibility.

The EEC noted evidence of evaluation and assessment in the teachers' daybooks and student assignments were marked with both scores and anecdotal positive feedback. The EEC saw indications that teachers were starting to gather and evaluate work samples from class work, homework, quizzes, and unit tests. Many teachers have begun keeping anecdotal comments on their students. Given the diverse learning deficits and reduced pacing needs of the students, the number of assignment completions is lower than average, as expected for this population. The quality and quantity of student work is within the normal range for their functioning levels.

Language Arts

The intermediate Language Arts program and team teaching approach is structured identically to the primary program. Instruction is provided in the areas of reading, writing, spelling, grammar, and reading comprehension. Each area is taught independently of the others. The school has implemented new school-wide programs for guided reading, Moving Up with Literacy Place, and for guided writing, Writing Traits. Concepts have been broken down into monthly units that all classrooms are following. Guided reading emphasises developing reading comprehension strategies: analyzing, sequencing, making connections, predicting, inferring, visualizing, evaluating, and synthesizing. The guided writing program systematically teaches different forms of writing: narrative, retelling, procedural and time order, descriptive, traditional narrative, personal communications, persuasive, and poetry. All classrooms utilize the writing process. Convention, voice, ideas, sentence fluency, and word choice are also components of this new program. The EEC observed intermediate students generating descriptive vocabulary, engaged in editing sentences, using graphic organizers, writing autobiographies and Halloween stories, reading silently, creating Power Points, completing weekly concept spelling exercises and tests, reading orally, discussing novels, and keeping journals. Students are evaluated using rubrics, test and quiz scores, homework and class assignment scores, self-assessments, observations, anecdotal comments, norm-referenced tests, OG inventory checklists and written observations provided by the tutors. Teachers maintain student work sample files.

Math

The Mathematics program is supported primarily by the Math Focus program and supplemented by a variety of photocopied resources and materials, including a diversity of teacher-made worksheets. To support the acquisition of skills, there is a balance between direct instruction, and guided practice, with support provided for independent practice. This year problem-solving strategies are taught in an independent block of time referred to as fun math. A new strategy is introduced monthly. Students are taught to use these set

strategies, as well as how to think outside the box. All other math strands are being addressed within the regularly scheduled math class with an emphasis on understanding, rather than on rote learning. Lesson objectives are developed from the appropriate grade's prescribed learning outcomes. The Math support teacher then pulls lesson ideas primarily from the Math Focus series in consultation with the classroom and math resource teachers. Reinforcement, review, and re-teaching are integrated with supplementary resources as needed. The EEC observed one group from division 2 working on algorithms while the other was reviewing rounding. Division 3 groups were being introduced to using hundreds charts, paper folding, and using the overhead to learn patterns, factors, and prime and composite numbers. Division 4 groups were writing a unit test for decimals. They were also developing T charts during fun math. Division 5 was reviewing fractions and divisibility rules. The EEC noted good use of manipulatives and visuals. Small student groupings, paired with collaborative planning, are promoting the differentiation of math instruction.

Science

For Science and Socials the students from divisions 3,4,and 5 are re-aligned into single grade grouping instruction. In Science, the grade 4 students are grouped to learn about light and colour, and body systems. The grade 5 students are brought together to study science safety, the scientific method, body systems, force and simple machines, and renewable and non-renewable resources, which is integrated with Socials. The grade 6 students have reviewed science safety, the scientific method, and the diversity of organisms. The course outline indicates they will also complete units on electricity for physical science, and extreme environments to cover earth science. During the EEC visit they were participating in a jeopardy game to review for their unit test. Grade 7s will complete units on space and how physical environments affected ancient civilizations, which is integrated with Socials. Equipment for demonstrations and experiments is modest yet adequate. The school has class sets of BC Science and Science Probe texts. Given the reading challenges of the students', teachers deliver the curriculum with reduced reading expectations, which leads teachers either to supplement more or use only teacher and commercially produced worksheets. It also promotes more demonstrations and hands-on learning. In the spring, students participate in an in-house science fair. Teachers are planning field trips to the aquarium and planetarium. Outlines indicate students are assessed on lab write-ups, presentations, research projects, oral discussions, unit tests and home and class assignments.

Social Studies

The Social Studies units are alternated with the science. At times prescribed learning outcomes are also covered through integration with other subject areas. Many units are teacher generated and there is evidence in the course outlines of curriculum related projects. While the EEC was visiting, grade 4s

were learning map directions, and reviewing continents and landforms, the 5s were learning Canadian trivia, and atlas skills. The 6s were about to embark on a Diversity of Canadian Society unit and the 7s were reviewing Early People and Mesopotamia. The course outlines and daily plans indicate that students are being presented with a number of learning activities. The teachers are bringing in a variety of resources and creating appealing activities to engage the students' interest. Learning opportunities encourage the development of critical thinking skills, general knowledge, and a positive attitude towards Socials.

Additional Courses for Grade 2 – Grade 7

Health and Career (Social Responsibility)

Three specialist teachers teach Health and Career Education, referred to as Social Responsibility. Each division receives one whole class instruction lesson per week, with an additional 50 min block allotted for meeting individually with 5 students assigned to the teacher. These sessions are referred to as mentoring. This allows the teacher to check in and connect with the child individually regarding bullying or concerns, and to review and promote meta-cognition and goal setting in relationship to both academic achievement and social skills. The school has determined that the same social responsibility leader will be assigned to the same students each year. Daily plans confirm group lessons are focusing on anti-bullying issues, hand washing, code of conduct, personal safety, goal setting, healthy relationships and friendships. Course outlines confirm that learning outcomes for each division is linked to the Ministry prescribed learning outcomes for the corresponding grades. Self-evaluation and participation are important assessment tools.

Physical Education

The school's PE specialist delivers the Physical Education program. The program is geared to enhance physical fitness and well being, to teach and develop a variety of motor skills, as well as promote safety, fair play, and leadership skills. Assessment is based on participation, attitude and effort, skill development and good sportsmanship. Lessons consist of warm-ups, skill development, small games and cool-down activities. Movement skills include basketball, soccer, hockey, and small games. During the visit, students were observed developing basketball skills. Instruction takes place in the school's gymnasium.

Daily Physical Activity

All divisions have three 50-minute blocks of Physical Education in their timetable. On the other two days of the week Daily Physical Activity (DPA) is addressed by sports clubs, lunch and recess small games, and the utilization of Action BC equipment and various activities built into classroom transition times, such as running around the field. The school is reflecting on how to report out this information to parents.

Fine Arts

For Fine Arts, the school is offering Art and Music to all divisions. Drama is taught in one intermediate division during a teacher relief block. Students are learning the elements and principles of art while creating unique projects. Different mediums are used to create a varied collection. The classroom bulletin boards and hallways display a variety of seasonal artwork. Students are assessed on their ability to create an original design that incorporates both imaginative components and traditional elements of art.

Music

A specialist delivers the Music course, which addresses elements of rhythm and melody, elements of expression, and exposes students to the historical and cultural contexts of music. Learning objectives drive each lesson, which incorporates warm-up activities, music theory and music practice. The school owns a class set of xylophones, recorders, ukuleles, various precision instruments, a piano, and a sound system. They have also rented a drum set.

Technology

All of the intermediate levels enjoy the luxury of Technology instruction with individually assigned Mac Book laptops. Classroom teachers are responsible for the delivery of instruction. Lessons focus on increasing student familiarity with the hardware, being acquainted with the Internet, developing keyboarding skills, understanding safety issues and researching items of interest. Students are also using the hardware for assignment completion, use of graphics, PowerPoint, and Internet research. The school has acquired All the Right Type, Inspirations, and 5 Kurzweil licenses from PSAP. SET BC personnel have provided training for the program.

Other

Foundation Skills Assessment

Grade 4 is the year that most students enter Kenneth Gordon School. As grade 4 students are usually arriving with little to no skill development and have known only failure and negative learning experiences, the school's philosophy is to exempt these students from writing Foundational Skills Assessments (FSA's). Grade 7 students are participating in FSA's in order to gain formal testing experience before exiting the school and to provide feedback to parents as to where their child is standing academically. This is valuable information as Grade 7 is the students' final year at the school. The school finds that given the diverse learning needs and challenges of their students', correlations to programming are not applicable. Alternatively, program decisions, as well as literacy and numeracy goals, are driven by the norm-referenced tests completed by the Language Arts and Math support teachers.

Report Cards

There are three reporting terms. Parents are also kept well informed of student progress with monthly emails or phone calls. The school has an open door policy, and parents can request meetings to discuss student progress at any time throughout the year. No letter grades are assigned. The reports contain term objectives and related performance in relationship to expectations of the IEP, materials used, and a noteworthy number of anecdotal comments. The language is a reflection of Ministry's Student Progress Report Order. Each term the tutor's progress report also accompanies the classroom report. Extensive anecdotal comments for each area of reading, work habits, and attitude and behaviour are reported out.

IEP's

The classroom teachers develop the IEP's, which are dated and have individual goals, objectives, strategies, evaluation methods, and three review dates. Some of the IEP's have begun to include strengths and weaknesses, and to link responsibilities to the objectives. This should become a standard practice in the formation of a school template, with the inclusion of a checklist of curriculum adaptations/modifications and a section listing the extra services offered and accessed by students. This will strengthen the linkages between the IEPs, the services being provided, and the budget expenses incurred by the level 1 and 2 funded students. This alignment will provide a clear picture of the special needs program.

Library

The library is organized using the Dewey Decimal System. There is a selection of non-fiction, fiction, picture books and magazines. The School has taken into account the varied ages and reading levels of their students. Classes are making good use of the library. The Librarian runs the reading incentive program, takes care of scholastic book orders, purchases resources, develops collections for teachers, overseas loans, and catalogues and shelves materials. She also visits classrooms to promote reading, and the Public Library's programs, especially the summer reading program.

Extra-Curricular Programs

The Social Responsibility teachers are responsible for developing community give back projects, bringing in motivational speakers, overseeing extra-curricular activities, and running intramural sports and daily lunchtime clubs (science, sports, cooking, crafts, rock band, choir, lego). To aid social development the school has developed a rule that all students must belong to one club. Social Responsibility teachers have also developed a peer-mentoring group in the school called Peace kids. These students give of their time one day a week, assisting their peers on the playground. They are identifiable by the pink anti-bullying shirts provided to them.

Extra – curricular activities range from theme days, celebrating anti-bullying day, pumpkin carving, gingerbread house making, dances, performances, rock band concerts, using looms to make scarves for the Union Gospel Mission, camping trips for division 5, to the occasional science related fieldtrips. The school is to be commended for developing these positive learning experiences that are developing a sense of community.

Learning Assistance

Tutors

There are 16 Orton Gillingham certified tutors making good use of 15 offices in a detached portable. The walls of each office have the same OG charts as the classrooms and the hallway walls have the same social responsibility messages. Each child receives a one-to-one 50 min session with his/her assigned tutor five days a week. The tutors see six students per day. The principal assigns tutors to students primarily based on academic expertise/student need, and parent and child requests. Generally, it is the school's practise to reassign tutors each year. There is a head tutor who orients staff and oversees the tutoring program. The vice-principal also provides modeling and mentoring for tutors. The EEC commends the school for providing individual student-support daily and for providing professional development support for the tutors.

Upon entry at the school, every child is assessed with OG skills inventories. Traditionally, the school's tutorial program has been centred solely on the delivery of the OG program. In the last few years, the school has developed an adapted Kenneth Gordon program for phonetics and spelling, based on OG. The tutors are about to embark on updating a modified OG sight word list. Overall, the tutoring program is now being driven by the needs of the students by addressing not only all areas of language with OG materials, but also through the use of other materials and, at times, other subject needs. Tutors are about to embark on the use of social stories to aid certain students.

Tutors maintain the systematic prescribed approach of OG, presenting and charting the progress of skill development in the order the OG program recommends. Charts indicate whether the child has mastered the skill in reading only, or with spelling as well. Other charts for systematically teaching sounds, prefixes, roots, spelling, and suffixes have been developed. These are continually shared with the classroom teachers, LARTs, and LASTs.

The EEC team observed tutors addressing a number of different language skills: writing compound sentences, introducing spelling strategies, teaching homographs, reinforcing reading and spelling of silent letters, writing descriptive paragraphs, reading with a child to aid reading fluency, reviewing

sight words, decoding sounds, dictionary skills, brainstorming with the inspirations program on the computer, and the typing of spelling words.

Support and Resource Teachers

Besides teaching small groups, presenting to class groups, and aiding in the lesson planning, the Language Arts and Math Support Teachers are responsible for administering standardized testing measures. The LARTS perform the *DIBELS* (Dynamic Indicators of Basic Early Literacy Skills) and The *Developmental Reading Assessment* (DRA). The Teaching teams use these benchmarks and graphs to design each student's program. The MASTs use the Number and Operations module of PRIME (Professional Resources and Instruction for Math Educators) combined with an interview to create a developmental map describing each student's mathematical knowledge level. Planning meetings are built into the teaching, support, and resource timetables to allow for review of standardized results, curriculum consultation, collaborative planning and diagnostic teaching. The EEC commends the school for developing this collaborative model.

Additional Services

All students enter the school with an educational psychology report in place. If a new report is needed the school has created a list of recommended outside sources. The principal will perform a host of Level A and B diagnostic measures if needed. Referral for additional in-house services is based on a review of the student's file and/or the submission of student referral forms from the teaching teams.

The school contracts the services of a counsellor, an occupational therapist and a speech and language therapist for one day a week. A psychologist is at the school one day every other week. The role of these individuals is not necessarily one of diagnostic testing, but of consultation and direct intervention.

The counsellor provides direct intervention with individual students and their families, abiding by ethics and protecting confidentiality. The registered school psychologist is available to review newly admitted student's files and direct the school on designation. He also makes curriculum programming and IEP recommendations, supports the Social Responsibility staff, and attends team meetings for complex cases.

The occupational therapist is in charge of coordinating and implementing the Action BC and Zone N programs to the classrooms, aiding in the classrooms at times when fine motors skills will be used, working with individuals identifying triggers, and implementing attentional and behavioural strategies. The OT also makes equipment recommendations for caseload students.

The speech and language therapist provides direct articulation and language intervention for those on her caseload, monitors other students' language progress, and acts as a consultant for all staff. She often attends tutorial sessions, modeling for the tutor what she would like them to follow through with for the week.

All the referral services have blocks of time set aside for meeting one on one with staff members.

7. REPORT SUMMARY

Commendations

1. The Leadership of the school is commended for the many changes it has initiated to strengthen the vision of the school, the modeling of professional growth plans and the mentoring that is being provided for all staff members.
2. The school is commended for the collaborative team-teaching model that has been implemented through the use of resource teachers, scheduled planning time and access to consultants.
3. The school is commended for aligning their many new program initiatives with their mission to promote the attainment of each child's academic potential.
4. The school is commended for providing individual student support daily and for providing professional development support for the tutors.
5. The staff members at the school are commended for the tone of the classrooms, which is positive, industrious, and one based on mutual respect. Pacing, curriculum, and conduct expectations are consistent from class to class. The environment is conducive to learning.

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:

1. That the school review its format for student IEP's to include strengths and weaknesses, clear indications of adaptations/modifications as well as linkages to services provided and budget expenses for students receiving supplementary funding.
2. That the school update the 1704's for all students and organize student files so that the files comply with the Inspector's "Student Records: Requirements and Best Practice Guidelines for Independent Schools."
3. That the school implement a method for reporting out to parents on Daily Physical Activity.

4. That when the school transitions students from modified to adapted programs, the school clearly indicates for all course outlines how the provincial learning outcomes and student assessment are addressed at the different grade levels and over the two to three years, within the same division.

Statutory Requirements

The EEC concludes that Kenneth Gordon School has met all the statutory requirements.

8. SUMMATIVE RECOMMENDATION

Group 1 – It is the opinion of the External Evaluation Committee that Kenneth Gordon School satisfies the requirements for Group 1 classification, and recommends that this classification be granted, contingent on meeting the conditions of Section 3 (1) (a) of the Schedule of the *Independent School Act* regarding the FTE cost per student in the previous school year which is determined by the Inspector of Independent Schools.

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

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

Name	Subject/Grade

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

Name	Certification Type applied for

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

Name	Certificate Type	Previous CRC on file?

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

Name	Certificate Type	Previous CRC on file?

5. BCCT TEACHERS WITHOUT CURRENT MEMBERSHIP

Name	Certificate Type	Expiry Date

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

☐
☐

Additional Certification Concerns:

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

Course Name	Ministry Code Number	Comments

EXTERNAL EVALUATION REPORT

ON

FRASER ACADEMY, Vancouver

October 6-8 2008

INTRODUCTION

Fraser Academy is a Group 2 independent school that has been in operation since 1982. The school, which is co-educational, currently enrolls 197 students in grades 2 through 12. One of the students is classified as an international student and is not eligible for funding. There are no home school students registered with Fraser Academy.

The school is designated a "Special Education School" by the Ministry of Education

The school employs the equivalent of 31.75 full time teachers. In addition the school employs 32 tutors trained in using a multi-sensory approach to language development.

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 on October 6th and 7th 2008. The committee, consisting of Mr. Douglas Stam and Mr. Raymond Sutton, 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 Monday October 6, 2008, to explain the evaluation process and reported out to the staff before leaving the school.

The EEC would like to thank the Executive Director, principals and staff for the careful preparation that preceded the inspection and the full cooperation extended to the committee members throughout their stay at Fraser Academy.

1. GENERAL INFORMATION

Fraser Academy is operated by the Fraser Academy Association a registered not for profit society (#S-17755). The society is in good standing with the BC Society Act. The last annual report and financial statements were filed with the Registrar of Companies on December 13, 2007.

All parents, staff and alumni, over the age of 19 are automatically members of the Association. A nine member board is elected by the membership to oversee the school's finances, the provision of appropriate facilities, to formulate and monitor school policy and to hire and review the performance of the Executive Director.

Since the last external evaluation of Fraser Academy, carried out in 2002, no major facility changes have taken place.

The Music, Drama PE and Athletics programs have been expanded to involve more students and to provide specialist instruction.

The computer network has been upgraded and expanded and Smart Boards have been installed in all classrooms.

The administrative structure has undergone some changes and is still in the process of changing. Effective July 1, 2008 the Association appointed an Executive Director to oversee the affairs of the school. A Principal of Administration and School Life and a Principal of Academics and Curriculum take care of the day to day operation of the school. The Principal of Academics and Curriculum acts as the school principal.

2. FACILITIES

Fraser Academy operates out of a building, constructed in 1955, in the Kitsilano area of Vancouver. The building consists of 35,000 square feet on six levels. The facility, originally an office building, is being utilized to its maximum capacity. The lower levels are used primarily for the instruction of art, music, drama and wood working. The Top floor houses the school library and the administration. The intervening floors have been divided in small class rooms and tutoring rooms. Rooms are generally bright and airy and adequate in size for the small class sizes.

A full time Building Manager is responsible for maintenance of the facility. The janitorial service is provided by an outside contractor. The EEC commends the school on the high level of cleanliness and maintenance they observed in the facility during their visit. All alarms, fire extinguishers and safety equipment are inspected annually and are in good working order. Fire and earthquake drills are carried out on a regular basis and written records are kept.

Student safety has been adequately considered with respect to the use of the present facilities. The school has no cloth towel dispensers.

The school building is situated on a very small piece of property too small for a gymnasium, playing fields or parking. There is an outside sports pad/basketball court and a playground for the younger children. The school is located directly across from a public park with excellent sports facilities which the school has access to. When appropriate the PE and Athletic programs make use of local public facilities.

The EEC confirmed that the facilities meet the necessary municipal regulations.

3. SCHOOL PHILOSOPHY AND PRACTICE

The school's mission statement reads: "Fraser Academy is a caring, academic community that uses a multi-sensory approach to educate students with dyslexia or related language processing difficulties. Programs are adapted to the needs of each student, and emphasises language development, self-esteem and self advocacy"

All students applying for admission to Fraser Academy are required to have undergone psycho-educational testing to confirm they are diagnostically appropriate for the school's philosophy and methodology.

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 Executive Director, who assumed the role in July 2008, is responsible for the overall operation of the society and reports to the Board of Directors. The Principal of Academics and Curriculum has been with the school for 10 years and in his current position for two years along with the Principal of Administration and Student Life, a newly created post, report to the Executive Director. It is the opinion of the EEC that the time allocation for administration is sufficient.

The administration is supported by a business manager, a building manager and a team of support staff. The EEC commends the school on the open collaborative working relationship amongst the administration and their strong commitment to the mission of the school.

Student files are kept in a fireproof cabinet in a secure room in the administration area. Student files are well organized in a series of folders for easy access. Included in the file are: up to date completed form 1704s for all students, IEPs, psycho-educational assessments, admissions and medical information, as well as copies of previous report cards.

Files and 1704s are marked indicating a medical alert. Medical alerts information is available to staff on-line. The staff is provided with updated medical information whenever a field trip or retreat takes place.

The school receives special education funding for all students and the budget indicates that the money received will be spent on an appropriate special education program. Past financial statements show that monies received for special education purposes have been used appropriately. All of the students in this program have a written IEP.

The School received an innovation Literacy Grant with the funds being used to purchase audio books. The School does not offer French so did not receive a French grant from the Federal Government.

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.

Parents are kept up to date through various forms of communication; including three reports per school year, parent teacher interviews, monthly newsletters, and e-mail. Electronic bulletins and E-mail are used for in-school communications.

The EEC reviewed the handbooks and concluded Fraser Academy has a well developed set of policies which are effectively communicated to all staff, students, and parents. The handbooks are updated regularly and are available on the School's website.

The School has a system in place for reviewing and distributing Ministry communications and information, to the relevant members of staff. Information from the Office of the Inspector of Independent Schools is circulated to the appropriate members of staff. The Independent School e-board is checked on a regular basis.

Appropriate first aid equipment and supplies are kept in the science laboratory, the woodwork shop and the main office.

The staff and administration review the FSA and Graduation Program examination results with adjustments being made to the instructional program as deemed appropriate.

5. TEACHER CERTIFICATION

The School Principal holds a valid BC teacher certificate 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, 2008, the school staff consisted of 34 teachers. 25 teachers hold certificates issued by the BC College of Teachers and the remaining nine hold Independent Schools certificates. Two of the Independent School certificates are subject restricted and one is subject and school restricted. 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, 2008, as reported in the Ministry I-2001 forms, were found to be BC certified as required by Section 3(1) (d) of the Schedule of the *Independent School Act*.

New staff members are orientated to the school through meetings with the administration and Head of Language Training before the school year. New teachers are assigned a mentor who works with them during their first year. The teacher handbook provides additional information for teachers and is kept current. In addition to the sessions before the start of the school teachers participate in five scheduled PD days a year. 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 policy is in place for the evaluation of teachers and with the restructuring of the administration it is being fully implemented. New teachers are evaluated during their first year with reports being kept on file. The Principal is evaluated by the Executive Director and the Board.

In the last two years there have been five new teachers each year.

Because of the students the school serves they employ a large group of 32 language tutors who have been trained in the *Orton Gillingham* methodology.

There is evidence on file that criminal record checks have been completed for all the tutors and all other employees or contractors "working with children".

6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION

The Ministry of Education's Instructional Resource Packages (IRP's) are the foundational documents upon which much of the school's common curriculum is developed. The Committee confirms that the scope and sequence for most courses taught are derived from the provincially developed IRP's. Resource

materials and pedagogical techniques from a variety of sources are being used, giving the school a "Special Education flavour". The Society, school leadership, and the staff are committed to the ongoing use of the *Orton Gillingham* methodology while at the same time providing a multi-sensory educational approach to meet global as well as specific students needs. As such all students have Individual Education Plans (IEP's) which serve to guide their education. The IEP's are central in the ongoing education of each student and a source of accountability in program delivery. The school has made a commitment to ensure that as such these documents are kept current and are accessible to all school based educational stake holders.

Teachers have made it an ongoing goal to continue to develop course overviews which include the following essential components: learning activities/ teaching strategies, assessment and evaluation methods and linkage with Ministry outcomes for core subjects and Ministry approved learning outcomes for all other courses. The EEC confirms that Course overviews include content, planning for assessment (teaching strategies and learning activities), achievement indicators (assessment and evaluation methods) and for core subjects, linkage with Ministry learning outcomes; and for all other subjects, linkage with Ministry or authority-approved learning outcomes in accordance with the curriculum organizers set out in the applicable educational program guide.

Daily instructional time for each Fraser Academy student is allocated as follows: one forty minute block of one on one Language arts tutoring (*Orton Gillingham* method) in addition to "traditional time" allotments of prescribed curricular instruction across all other subjects. The EEC is pleased to note that the instructional time requirements set out in the *Educational Standards Order* (Section 3) and the Kindergarten to Grade 12 Educational Plan (September 1994) are being exceeded.

Intermediate Grades 2 – 9

The school presents its instruction in grade level settings from grade 2- 9. There are several grades with multiple divisions with no classroom grouping exceeding ten students. All classrooms are welcoming, have adequate storage facilities, classroom resources, a variety of teaching charts, and displays of children's work which flows from the classrooms into the hallway. Children are actively engaged and teaching methods employed facilitate cooperative interactions.

The EEC observed a variety of instructional strategies, learning activities and tutorials that reflect the long-range plans and overviews.

Language Arts

The focus of the Fraser Academy School is on Language Arts development. Instructional grouping reflects pedagogical excellence, small group as well as individual instruction are highlights which is corner stoned by a direct, systematic,

sequential, and a solid multi-sensory approach. This approach is carried out in one on one instruction tutorials, led by trained Orton Gillingham tutors as well as when appropriate in the regular classroom.

Math

A combination of activity-based instruction, drill and practice and workbook /text based assignments are used. All math activities are facilitated through full group and small group instruction. Manipulatives are used to support the program and achieve learning outcomes. The new Grades 4 and 7, provincial Math curriculum has been implemented and is the basis for math instruction.

Social Studies and Science

Social Studies and Science are taught using variety of means. Instruction is well planned and organized. The EEC notes the effort staff is making to ensure that materials covered remain "fresh" and aligning with prescribed curriculum

Computer technology is offered through in class instruction (Smart Boards) as well as in computer lab settings.

Physical Education instruction is provided to all students. Classroom teachers as well as specialty teachers are responsible for teaching Physical Education.

Fine Arts instruction is provided by both the classroom teacher and Music, Art and Drama specialists.

The school reports on student progress via three report cards, with scheduled Parent/Teacher interviews. In addition, written or verbal communication with parents takes place on a regular basis. All communication with parents is tracked by the administration.

The grade 2-9 program is highlighted by a comprehensive and excellent program for Learning Disabled students.

Literacy and numeracy programs are well developed with the use of Ministry performance standards being noted. The school makes use of psychometric evaluation for each of its students. These tests are used as a guiding baseline for goal centered instruction as students are supported based on unique educational needs. The students in the grades 4 and 7 participated in the Foundation Skills Assessment (FSA) testing program. Due to the nature of the students (dyslexics) that comprise the enrolment of the school the FSA results are mixed and in some regard may be seen as not an accurate reflection of learning.

It must be noted that as all the students have documented learning disabilities they are all exempt from second language instruction.

The school has ensured that all students grade 2-grade 9 have Daily Physical Activity (DPA). All students are enrolled in daily Physical Education and have 40 minutes of PE per school day for a total of 200 minutes per week.

The EEC was able to verify that from day books, long range planning and course outlines that The educational program in Kindergarten through grade 9 meets the time requirements and learning outcomes of the BC curriculum for all subjects, as specified in the Educational Standards Order (Sections 2, 3, 4)

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

Graduation Program (2004)

The Graduation Program being offered at Fraser Academy is a success due to the collaboration of staff, students and community. Teachers work vigorously to maintain high standards of care, planning and as a result students are motivated and inspired. The work /time that the staff has expended developing program is obvious when viewing the comprehensive well executed planning, course outlines and evaluation in place. It is also apparent that care is taken to ensure that student assignments and daily work is meaningfully and conscientiously monitored and evaluated. Given the small student population and the nature of the school the instruction /tutoring is small group and or tutorial based. The student staff ratio is approximately three students to one staff member.

The Graduation program makes good use of technology to support student learning and research needs. Computer technology is used not only found in lab settings but also in the extensively in the library and throughout the school.

Considering the relatively small number of students in the graduation program the school offers an extensive choice or elective courses in addition to the required courses.

The EEC examined the course schedule and course offerings listed and found them to be more than sufficient to meet the 80 credits for graduation. In addition to Ministry listed courses the school also lists 12 Board Authority Authorised (BAA) which had been previously approved. BAA courses were developed in accordance with the ten point criteria established by the Ministry.

The EEC observed that Fraser Academy has a comprehensive policies governing, evaluation, and the reporting of student achievement. Reporting to parents occurs three times per course. Report cards reflect achievement as well as effort scores and display percentages as well as alpha numeric marks. Provincial exam scores for last year and prior years were forwarded to the EEC upon request by the team. School scores and exam scores were varied with

discrepancies varying from 1 point in Social Studies 11 to 29 points in Biology 12 this variability may be attributed to individual learning challenges held by students.

Students in the Graduation program are given in excess of 150 minutes a week of physical activity during scheduled Physical Education and Outdoor Education classes. Or they can achieve this through activities outside school hours which are recorded independently in a weekly log. The school has plans to report DPA achievement/completion at the years end.

The school has a well established Planning and Transitions program. Transition planning and vocational counselling is managed by the Director of Transition. It is her role to work with students in all transitional planning and help coordinate their transition into needs appropriate post secondary placements. In addition to the services provided students by the Director of Transition the Students are also able to access personal counselling by means of a part time school counsellor.

All staff participating in the marking of portions of provincial exams are actively using Ministry guidelines.

Fraser Academy does not issue School Completion Certificates and thus does not have a policy used in their issuance.

The EEC confirms that all courses in the Graduation Program include content, planning for assessment (teaching strategies and learning activities,) achievement indicators (assessment and evaluation methods). Long term plans, ddaily lesson plans and classroom observation give evidence that the Ministry prescribed learning outcomes are being met. A sufficient number and selection of courses are offered enabling students to meet BC graduation requirements as specified in the Educational Standards Order (Section 5).

Additional Items for Grade 2 – Grade 12

Learning Assistance/ Special Education Program

The Learning Assistance (LA) program is offered to all students across educational domains and is at the heart of the educational services forwarded at Fraser Academy. Tutors (trained in the Orton Gillingham methodology), under the supervision of the administration, provide support and individualised instruction to students. The program is a pullout style program designed to fully support the student's language development. The program functions very smoothly with little disruption to students engaged in curricular instruction. The facilities at Fraser Academy allow for students to visit small office like tutoring rooms to receive their individualized instruction. The EEC observed that children with learning needs are meaningfully included in the educational program. The school states the following on their web site in relation to specialised program delivery:

"Fraser Academy takes an approach to teaching that encourages students to understand, accept and take advantage of their particular learning styles. We create an environment within which students can experience success. When placed in an environment that accommodates their learning styles, students are often astonished to discover they CAN learn. Instead of being a frustrating and negative place, school can become a positive, fulfilling experience."

Individualized instruction within the school is guided by Individual Education Plans (IEP's). IEP's are developed and followed up as per Ministerial Order 41/91, the Educational Standards Order.

In addition to these special services the staff offers additional help after the standard school hours in a "block 10". Students who are falling behind in classroom work / homework or those less able to comprehend a particular concept are assisted during this time. The staff is commended to their commitment in this area.

Along with its focus on helping those with learning challenges the school seeks to enhance the student's life with a variety of extracurricular opportunities such as: a variety of sports teams, retreats for grades 7 through 12 and clubs for junior soccer, snowboarding, music, drama and fine arts.

7. REPORT SUMMARY

Commendations

The EEC commends the school on the high level of cleanliness and maintenance they observed in the facility during their visit.

The EEC commends the school on the open collaborative working relationship amongst the administration and their strong commitment to the mission of the school.

Policy Issues

There are no policy issues

Statutory Requirements

The EEC concludes that Fraser Academy has met all the statutory requirements

8. SUMMATIVE RECOMMENDATION

It is the opinion of the External Evaluation Committee that Fraser Academy satisfies the requirements for Group 2 classification, and recommends that this classification be granted.

BOARD AUTHORITY AUTHORIZED (BAA) COURSES APPENDIX B

Course Name	Ministry Code Number	Meets 10 pt. criteria
BA Digital Graphic Design 12	YDGC 12	Yes
BA Digital Video Prod 11	YDGVP 11	Yes
BA Digital Video Prod 12	YDGVP 12	Yes
BA Leadership 10	YLEAD 10	Yes
BA Leadership 11	YLEAD 11	Yes
BA Leadership 12	YLEAD 12	Yes
BA Outdoor Education 11	YOE 11	Yes
BA Outdoor Education 12	YOE 12	Yes
BA Photography 11	YPHOT 11	Yes
BA Photography 12	YPHOT 12	Yes
BA Teacher Assistant 12	YTA 12	Yes
BA Criminology 12	YCRIM 12	Yes

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
Pacific Spirit School
OCTOBER 17-18, 2012

INTRODUCTION:

Pacific Spirit located in Vancouver, has been operating since September 1987. Pacific Spirit School, hereinafter referred to as the 'School', is presently classified as a group 1 independent school. It has no affiliation with other educational organizations.

The EEC confirmed that the school currently enrolls 35 students from Kindergarten through to grade 6; in the past they have had registered students from Kindergarten through to grade 8. The students are grouped into 3 multi-aged classrooms. There are currently 84 home school students registered, but no international students.

The External Evaluation Committee, hereinafter referred to as 'the EEC', visited Pacific Spirit School on October 17 and 18, 2012.

This External Evaluation Committee 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 Elizabeth Gallant, Department Head; and Susan Dick, Principal. Susan Dick served as Chair for this evaluation. Upon arrival at the School the EEC met with the principal, the executive director, teachers and teaching assistants to introduce themselves and outline the external evaluation process.

From Wednesday, October 17, through Thursday, October 18, 2012 the EEC:

- Met with teachers and support staff
- Met with the principal
- Met with the executive director
- Visited classrooms and examined students' work
- Reviewed curriculum planning and structure including learning outcomes, learning resources and student assessment and evaluations
- Examined administrative procedures, school files, certification, Criminal Record Checks and school facilities
- Participated in the school's weekly 'Tea ceremony' after school on Thursday

A pre-evaluation meeting was held with the staff on the morning of Wednesday, October 17, 2012 before the school day began. A post-evaluation meeting in which the EEC reported out a summary version of their findings took place on the afternoon

of Thursday, October 18, 2012 after school.

The EEC thanks all members of the teaching and support staff, students, parents, principal and executive director for their hospitality and cooperation. In particular, the EEC is appreciative of the support given to it by the members of the administrative staff in supplying the required information. This assisted the team in completing its mandate in an efficient manner.

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.

SECTION 1 – GENERAL INFORMATION:

Registration #: S-0022815

Registration # verified against which document: Society Annual Report

Date of last filing of annual report to Registrar of Companies: April 1, 2012

Since the school's previous EEC report of November, 2006, the school is no longer called Life Song School; it is now referred to as Pacific Spirit School. There have been no facility changes other than upgrading the playground equipment. The most significant changes; however, show up in the educational program. The school now has three age groupings; Kindergarten – Grade One; Grade Two – Grade Three; and Grade Four – Grade Six. The class sizes have grown and the staff now includes the equivalent of 3 FTE teachers, 2 part time classroom assistants, and some contracted specialty resource instructors for drama and music. In addition, Pacific Spirit School currently has a choir.

The school's administrative structure has also changed and presently functions as a team comprised of the Executive Director and the Principal. The Executive Director is responsible for the operational aspects of the school and the Principal oversees all aspects of the educational program of the school. The current Principal has been in this role for five years, and as such is newly appointed since the last EEC report of 2006.

The New Learning Society, which is the non-profit authority that oversees Pacific Spirit School, consists of an active Board of Directors including 5 Board members and the Executive Director and the Principal. The Board of Directors meets regularly, and follows a "policy board model" where the board delegates the operational day-to-day functioning to the Executive Director, and the educational program responsibilities to the Principal. The role of the board is to establish guiding principles and policies for the school, to delegate responsibility and authority to those who are responsible for enacting the principles and policies, and to ensure that staff and board alike are held accountable for their performance.

Pacific Spirit School presently has 35 students registered; there are no International or ELL students registered. In addition to the regular educational program the school has 84 homeschoolers registered.

Pacific Spirit School continues to operate on a 4-day week (Monday to Friday), 10 month yearly calendar from the beginning of September until the end of June. The school day begins at 9:00 and ends at 4:00. Students receive 912 hours of instruction throughout the year. School is neither in session for the statutory holidays nor the two week Winter break and one week Spring break.

SECTION 2 - SCHOOL FACILITIES:

Pacific Spirit School is located in the second floor of a facility that is owned by the City of Vancouver that was formerly the Jericho Hill School for the Deaf. The school occupies three large classrooms, each have a direct access to the outdoors. There is access to a public common area that includes a small kitchen, an office and washrooms. The school is surrounded by a large grassy area and includes a playground.

The school shares a Gymnasium with a neighbouring school that is also located on the Jericho Hill site. The walk between the two facilities takes approximately 5 minutes.

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/regional district** 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:	2 - 3 times per year
Fire Drill:	2 - 3 times per year
Other Drills: List nature and frequency	0

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 on the playground and other school mandated external inspections or reviews

- The school leases the facility from the City of Vancouver.
- The City of Vancouver maintains the alarms, fire extinguishers and the safety equipment. Since the facility was formerly a school for the deaf, the alarms are both audible and visual (flashing lights.)
- The City of Vancouver is responsible for the maintenance of the building the school grounds, and the washrooms. The school is responsible for the cleanliness of the classrooms.
- Since there are many shared spaces in the building, the staff is conscientious about keeping the external doors shut and locked and ensuring that students do not wander into the shared spaces unsupervised. They take time to educate the students about maintaining a safe environment. Students are taught to let their teachers know where they are at all times.
- A fire drill is signalled when the principal rings a bell. Each classroom has its own exit route and an assigned gathering place on the hill behind the school where attendance is taken. The principal does a final check of the school facility before verifying the attendance. Each fire drill is timed to ensure that it is completed in a timely fashion. The results and particular issues are recorded, and addressed if necessary.
- Earthquake drills are rehearsed in a similar manner, and the results are also recorded and addressed if there is a need.
- Lockdown drills have not been rehearsed.

SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

Over the years, Pacific Spirit School has developed a unique philosophy for learning that intentionally includes the promotion of a sense of community amongst staff, students and their families. At the same time, the school strives to support each student as a self-directed learner and facilitate his or her creative expression. The school places a high regard on recognizing and developing each student's intrinsic spiritual capacity and providing a learning environment which encourages each of them to gain insight into his or her individual learning style. Fundamentally, Pacific Spirit School strives to have staff, students and parents model respectful relationships with everyone. The school also endeavours to develop the knowledge, skills and attitudes necessary for students to become life-long learners who participate actively and collaboratively, by designing challenging projects and programs.

The EEC observed this philosophy being worked out in the lives of the students and the special activities of the school.

In the future, the school hopes to create four distinct age-groupings by separating the Grade 4 – Grade 6 class into two classes; Grade 4 – 5 and Grade 6 – 7. It also hopes to develop a more active PAC which will assume more responsibility of website revision and applying for grants for projects such as playground improvements and sustainability developments. The school also plans to encourage and support ongoing staff collegiality and Professional Development.

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

☐ N

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

☐ Y The school principal is a BC certified teacher.

Pacific Spirit School is administered by a leadership team consisting of the Principal and the Executive Director.

The Executive Director is responsible for all financial tracking and reporting, for communicating with the Ministry of Education and for managing the operational, day-to-day functioning of the school.

The Principal is a full-time educator at the school, and has assumed the role of Principal on the leadership team in addition to being the teacher for the Kindergarten – Grade One class. The Principal is involved in daily morning meetings, regular after school meetings, and larger program planning meetings at the end and beginning of each academic year. The Principal is responsible for teacher evaluations, and is also responsible for parent meetings which occur 2 – 3 times throughout the year in order to provide parents with an orientation to the school and outline their role in supporting its functioning. Parent meetings are also initiated regularly throughout the year and on an 'as needed' basis with individual or small groups of parents or the entire parent group depending on the nature of the meeting. The Principal presently has a 7% time allotment for administrative duties. This would not appear to be sufficient time to carry out the responsibilities; however, the Principal would also need to determine whether or not it is possible to relinquish some of the teaching responsibilities in order to increase administrative time.

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 (Appendix II of the Student Records: Requirements and Best Practice Guidelines)

The school has developed a Student Records policy in accordance with the “Student Records: Requirements and Best Practice Guidelines – June 2012” document on the Independent Schools website which includes:

☐ Y 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 reviewed the student records and files to determine if they were being maintained in accordance to their own Student Records Policy which was based on the “*Student Records: Requirements and Best Practice Guidelines for Independent Schools (2012)*”. Files are accurately maintained and updated. The EEC requires that inclusions already in the file be listed on the student form 1704.

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,

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

☐ N 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))

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

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

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

Number of INAC funded students: _____

The EEC reviewed the registered home school files and found them to be in good order with the exception of some missing Form 1704s. Upon investigation, it was understood that these forms have been requested for the students in question, but have not yet been received. The school is aware that they will need to attend to this before December 15, 2012.

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.

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

Total Special Education Grant Received: \$ _____

Total number of students with special needs: _____

☐ N The school receives French Grant. If yes, provide Total French Grant Received:

\$ _____

☐ N The school has completed an annual financial audit

Name of Auditing Company/Firm: CA Miller Inc.

4.07 Utilization of Provincial Conditional Grants

Y, N, N/A

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

4.08 Bonding Information (Group 4 schools only)

Y, N, N/A

☐ N Is this school a Group 4 school?

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

The EEC reviewed the financial statements prepared by the accountant and determined that eligible student grants were only used for operating expenses and that the total grants did not exceed the operating expenses.

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

☒

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 EEC determined that staff meetings occur on a bi-weekly basis; however, the staff is intentional about connecting with each other every morning and throughout the day. Parent involvement is very strong at Pacific Spirit School, and many parents were observed helping their children get settled into the day, staying for the morning opening exercises, and attending the closing tea on Thursday afternoons. Parent conferences take place on a scheduled and on an as-needed basis. Weekly newsletters are emailed to parents.

Policies are available in a handbook located in the school office. Policies are shared with parents during orientation activities throughout the year and on an as-needed basis. The school has already updated the Appeal Policy in reference to the new *"Best Practices for Independent Schools – 2012"* document.

The Executive Director monitors the Office of the Inspector of Independent Schools' e-Board each week.

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

☐ 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)

Staff has been made aware of both the *BC 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 requires that staff members each sign a document that they have read, understood, and adhere to the policy.

The anti-bullying and harassment policy is entitled the *Respect and Relationship Policy*, so that it reflects the school's philosophy.

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. If yes, complete next two items.
- Y, N
- ☐ The school has the appropriate bus insurance and is in compliance with regular inspection and maintenance according to the Ministry of Transportation requirements.
- ☐ Policies and procedures are in place ensuring the safety of students when using the bus system to transport students to and from school and /or field trips.

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

5.01 Teacher Certification and Assignment

	#
Number of full time BC Certified Teachers (includes Principal):	<u>1</u>
Number of part time BC Certified Teachers:	<u>3</u>
Number of teachers with a current Letter of Permission:	<u>0</u>
Number of teachers without BC Certification:	<u>0</u>
<ul style="list-style-type: none"> • Non-compliance (not yet applied for TRB certification) • TRB application in progress, but not received • Expired or lapsed TRB certification 	
Number of new Teachers this year	<u>1</u>
Number of new Teachers last year	<u>1</u>
Y, N, N/A	
<input type="checkbox"/> Y Teachers' personnel files include copies of appropriate and valid BC teaching certificates (BCCT or TRB).	

- | | |
|------------------------------|---|
| <input type="checkbox"/> Y | Administration verifies that all teachers have current TRB status (see TRB Website). |
| <input type="checkbox"/> Y | Administration tracks CRC renewals/currency for all BC Certified Teachers |
| <input type="checkbox"/> Y | All teachers are appropriately assigned with respect to any certificate restrictions. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> N/A | ELL programs/courses taken for credit are taught by BC certified teachers. |
- There are 3FTE teachers, one full-time and three part-time, including the Principal at Pacific Spirit School. The EEC verified that the teachers are appropriately assigned and hold valid, current BC certification.
 - The two teaching assistants are also appropriately assigned and have current and valid Criminal Record checks.
 - The school has contracted with three non-certified instructors for drama, music, and art.

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

- | | |
|----------------------------|---|
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> N | 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. |
| <input type="checkbox"/> Y | The school authority ensures that CRC are renewed every 5 years. |

Number of Teaching Assistants employed: 2

Number of non-certified staff working with students (e.g. librarian etc.) 4

5.03 Professional Development

#

Number of days allotted to professional development:

7

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.

- The teachers of Pacific Spirit School use four days before Labour Day and three days at the end of the school year for Professional Development. Any new teachers would go through an orientation process before the school year begins.
- Teacher evaluations and principal are in process, but not yet completed. The EEC would encourage the school to finish these reports as soon as possible.

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 931 per year.

6.02 Grade Groupings

The EEC confirms the grade groupings as provided by the school in the Evaluation Catalogue. The students are divided into three groups which are:

- *Kindergarten and Grade One*
- *Grades Two and Three*
- *Grades Four, Five and Six*

6.03 Primary Program – Kindergarten to Grade 3

Y, N, N/A

☒ Y DOES THE SCHOOL OFFER PRIMARY GRADES

Y, N, N/A

☒ Y The school Kindergarten program is:

☐ Funded full-day

☐ Funded half-day

☐ 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 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.

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

- | | |
|-----|---|
| S | For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class). |
| N/A | For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs. |
| S | 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. |
- Both classes in the Primary Program are taught in well-appointed classrooms that include spots for quiet time, story time, group work and independent work.
 - In the multi-graded classrooms there is a clear indication of how the Ministry prescribed learning outcomes and student assessments are addressed in the various grades.
 - The school provides ample opportunity for students to meet the requirements for Daily Physical Activity. Each morning the students participate in yoga or dance. The students have play time at recess and lunch. The students have two Physical Education classes per week.

Course overviews in the Primary Program (Grades K-3), EXCEPT 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.

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, Grades: 4,5,6	*Program 2, Grades: N/A	*fill in Program 2 only if intermediate program is divided into 2 distinct programs. (e.g. Program 1: grades 4-7 and Program 2: grades 8-9)
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S, U, N/A S, U, N/A Satisfactory, Unsatisfactory or Not Applicable

<input type="checkbox"/> S	<input type="checkbox"/>	The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies, 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.
----------------------------	--------------------------	--

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

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

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

N/A		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, Grade 4/5/6, class is taught in a fairly large classroom that include spots for quiet time, story time, group work and independent work. This year there is one Grade 6 student who works under the supervision of the Intermediate teacher.
- In the multi-graded classroom there is a clear indication of how the Ministry prescribed learning outcomes and student assessments are addressed in the various grades.
- The school provides ample opportunity for students to meet the requirements for Daily Physical Activity. Each morning the students participate in yoga or dance. The students have play time at recess and lunch. The students have two Physical Education classes per week.

Course overviews in the Intermediate Program (Grades 4 - 6) , EXCEPT FINE ARTS AND FRENCH, 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 9 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):	20
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):

%
N/A

Y, N, N/A

☐ N/A FSA results are used to enhance student learning.

☐ N/A FSA results are reported to parents.

- The FSA is made available to all students; however, some parents choose to allow their children to opt out of the assessment. The participation rate changes from year to year.
- The school uses similar learning and teaching techniques that the students encounter in the assessment at various times throughout the year.

6.06 2004 Graduation Program (Grades 10 to 12)

Y, N

☐ N DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

6.07 Graduation Credits

Y, N, N/A

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

- Equivalency
- Challenge
- External Credits

6.08 Student Progress Reporting for Grades 10 to 12

Y, N, N/A

☐ N/A Report cards communicate student progress to parents.

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

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

6.09 and 6.10 Special Education Programs and Diagnostic Referral Services

Y, N, N/A

☐ N

DOES THE SCHOOL OFFER THE SPECIAL EDUCATION PROGRAMS

6.11 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)

6.12 Library Resources and Access

Y, N, N/A

☐ Y

Students have access to library resources/facilities.

6.13 Computer Utilization for Instructional Purposes

Y, N, N/A

☐ Y

Computers are used for instruction and administration purposes.

Although the school does not have an ELL program, some of the Kindergarten- Grade 1 students start school with limited English. The students are essentially immersed in English and become comfortable fairly quickly.

There are library shelves in each classroom with age appropriate reading material. Several times each year the older students walk up to the Public Library.

Computers are used for administrative purposes and occasionally for instruction. There are 2 desk top computers, 2 laptops and 1 iPad available. The use of computers depends upon teacher preferences.

6.14 Curriculum Implementation and Review

Y, N, N/A

☐ Y

Curriculum review and implementation occurs.

6.15 Student Counselling and Guidance Services

Y, N, N/A

☐ N

Personal, academic and/or vocational counselling is provided.

- The teachers review the curriculum, as a team, every year in June.

- The principal provides some counselling and will refer students/parents to professional therapists and counsellors.

6.16 Additional Activities:

- Tea Ceremony – every Thursday afternoon one class prepares a tea ceremony in which the students express their gratitude for everything that occurred during the week.
- Seasonal Pot Luck Suppers – 4 times per year the school community gathers together to celebrate the season with a shared supper.
- Winter and Summer Solstice Celebrations
- Dance, Acting and Choral Performances
- Science Fair
- Family Camping Trip – each June the parents organize a camping trip for the school community.

7.0 REPORT SUMMARY:

COMMENDATIONS:

The EEC commends Pacific Spirit School for:

1. The transition from home to school that is facilitated for the younger students by including the parents, or grandparents, in the morning Circle. The parents stay and watch their children transfer from parents to teachers with very little stress or anxiety. The parents can then leave knowing that their children are ready for the school day.
2. The strong sense of community that exists in the school and how well the families are connected to the staff and each other.
3. The sense of collegiality that exists between staff members and how well they connect with each other.
4. Evidence of the shared vision and philosophy of the school and how it is lived out every day in the classroom and throughout the school.
5. The preparation of the catalogue for the EEC's visit.
6. The preparation of the course interviews that indicate best practice.

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:

1. Ensure that the course overviews in the Primary Program, specifically Grades 2 and 3, Fine Arts in Grades 1 to 6, and French for the intermediate grades are complete and up to date. The Primary Program course overviews must show a variety of assessment and evaluation strategies.

STATUTORY REQUIREMENTS:

The EEC concludes that Pacific Spirit School has met all the statutory requirements, except the following:

1. A number of Home School files do not yet contain Form 1704 (Permanent Student Record cards) complete with the student's PEN #.
2.

s22
3. The Fine Arts and French overviews must 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.
4. The school must ensure 100% participation in FSA and follow Ministry policy on student eligibility to opt out.

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

8.0 SUMMATIVE RECOMMENDATION:

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

9.0 APPENDICES:

Appendix C:

- This is a list of employees working with children who are in non-compliance with *Criminal Record Review Act* requirements.

1. STAFF WITHOUT CRC OR CRC AUTHORIZATION ON FILE

STAFF NAME	CURRENT ASSIGNMENT

2. STAFF WITH CRC AUTHORIZATION ON FILE, APPLICATION SUBMITTED, AND PUBLIC SAFETY / SOLICITOR GENERAL REVIEW RESULTS PENDING

STAFF NAME	CURRENT ASSIGNMENT
	S22

3. STAFF WITH CRC OLDER THAN 5 YEARS OR EXPIRING DURING CURRENT SCHOOL YEAR:

STAFF NAME	CURRENT ASSIGNMENT	MOST RECENT CRC DATE

Additional Criminal Record Check Concerns:

