

**A. School Information**

NAME OF SCHOOL Children of Integrity Montessori Academy	
ADDRESS OF SCHOOL 2541 Quay Place	SCHOOL MINISTRY CODE 04396806
CITY Coquitlam	POSTAL CODE V3H 3S7
NAME OF SOCIETY/COMPANY Children of Integrity Montessori Academy of Learning Society	
GRADE RANGE (of grades offered) K - 7	ENROLMENT 33

**B. Classification Recommendation**

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

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

Grade Levels
K - 7

**C. External Evaluation Committee (EEC)**

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

**Name(s)**

Janet Hitchcock

Catherine Scorey

**Signature(s)**





**Date of EEC Visit:**

October 30 – 31, 2012



**EXTERNAL EVALUATION REPORT**  
**ON**  
**CHILDREN OF INTEGRITY MONTESSORI ACADEMY, COQUITLAM, BC**  
**OCTOBER 31-31, 2012**

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**INTRODUCTION:**

Children of Integrity Montessori Academy (COI) is a Group 1, Kindergarten through Grade 7 School located at 2541 Quay Place in Coquitlam. The September 30 enrolment submission indicates that there are 33 students enrolled in the school

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

The EEC consisted of a two member team, Catherine Scorey, Principal and Janet Hitchcock, a s.22 who served as chair for this evaluation. On Tuesday and Wednesday, 30 and 31 October, 2012 the EEC interviewed the Principal; met with teachers and support staff; visited classrooms and examined students' work; reviewed curriculum planning and structure including learning outcomes, learning resources and student evaluations; examined administrative procedures, school files, certification, CRC's and school facilities.

A pre-evaluation meeting was held with the administration and teachers on the morning of Tuesday 30, October, 2012 and the post-evaluation meeting took place on the afternoon of Wednesday 31, October, 2012.

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

**SECTION 1 – GENERAL INFORMATION:**

Registration #: S-50929 (Society Act)

Registration # verified against which document: Certificate of Incorporation

Date of last filing of annual report to Registrar of Companies: September 7, 2012

Since the previous report Mandarin has been added as a second language. This year the Elementary (Grades 1 -3) and the Senior Elementary (Grades 4 -7) classes have been combined and share two adjacent rooms with connecting doors. The Principal is now working full time in administrative duties.

A Board of Trustees establishes and refines the “Blueprint” of the school. The “Blueprint” is a statement of the mission, institutional identity, core values and beliefs of the school policies. The Board communicates its decisions to the school community.

In addition to the K – Grade 7 grades the school operates a preschool which operates during regular school hours and a day care program, the Casa program, which operates from 7:00 am to 6:00pm.

The school follows the regular school year but takes a three week break at Christmas and a two week Spring Break. The school day runs from 8:30 am until 3:15 pm.

## SECTION 2 - SCHOOL FACILITIES:

The school building was constructed in 1977 and there have been no additions since that time. The school is located on a cul-de-sac and the site is fenced. The building floor area is 13,203 square feet and is surrounded by an upper and lower playground. The upper playground is well equipped with slides, swings and climbing frames. The lower playground is used as a soccer pitch.

### 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:	Monthly
Fire Drill:	Monthly
Other Drills:	Lock down drills
List nature and frequency	

### 2.03 School facility maintenance and safety:

Y, N, N/A

☒ Y School facility is well maintained and is clean

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

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

The school had letters on file showing its compliance with Municipal requirements.

The safety drills are carried out monthly and reports of these are posted in the classrooms. The school is well prepared for emergencies having large containers of supplies that can be easily moved outside if necessary. Students each have emergency supply pack in their own classrooms which also contain relevant contact and medical information.

## SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

The name of the school “Children of Integrity” describes the main goal of the school: to provide a safe, happy environment in which each child can work at his own pace within a group setting. The school uses the philosophy of Dr. Maria Montessori in which they work to allow the children to develop their physical, social and intellectual potentials. They strive to teach children to be accountable for their own actions.

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

## SECTION 4 – SCHOOL ADMINISTRATION

### 4.01 Administrative Structure

Y, N, N/A

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

### 4.02 Principal

Y, N, N/A

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

☐ Y The school principal is a BC certified teacher.

The Principal oversees the classrooms, the curriculum, teacher evaluations, parent contact and the day-to-day operation of the school. The Administrator takes care of the financial and administrative duties and works together with the Principal in common areas.

**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

☐ N/A Individual Education Plans (IEP) and Case Management Plans (CMP)

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

☐ N/A Notification of student registered as being homeschooled

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

Student Records include the following Additional Required items:

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

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

☐ Y Parent/guardian information – declaration of being lawfully admitted to Canada and resident in BC (Appendix II of the Student Records: Requirements and Best Practice Guidelines)

The school 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:

- |                                |   |
|--------------------------------|---|
| <input type="text" value="Y"/> | Sharing the Policy with the school community  |
| <input type="text" value="Y"/> | Protocols for updating Permanent Student Records annually   |
| <input type="text" value="Y"/> | Protocols for handling of sensitive information, access and disclosure of information, and transfer and storage of student records. |
| <input type="text" value="Y"/> | The storage of Permanent Student Records ensures safekeeping from fire, theft, etc.   |

The student records at COI are all well maintained, containing all necessary items. The strong administrative structure is evidenced by the policies, handbooks and student files.

#### 4.04 Personal Information Protection Act (PIPA)

Y, N, N/A

- |                                |   |
|--------------------------------|---|
| <input type="text" value="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. |
| <input type="text" value="Y"/> | The school has procedures in place to communicate the policy.   |

#### 4.05 Registered Homeschooled Children and other enrolments

Y, N, N/A

- |                                  |   |
|----------------------------------|---|
| <input type="text" value="N"/>   | The school offers a homeschooling program,  |
| <input type="text" value="N/A"/> | The school has Permanent Student Records and assigned PEN numbers for all registered homeschoolers.   |
| <input type="text" value="N/A"/> | The school has a policy in place to provide services and resources to homeschoolers (in compliance with <i>Independent School Regulation, Section 6</i> ).            |
| <input type="text" value="N/A"/> | The 1704 inclusion contains notification that these children are 'homeschooled.' (see "Student Records: Requirements and Best Practices Guidelines - PART I, B, 1(f)) |
| <input type="text" value="N"/>   | The school enrolls 'non-eligible' students, e.g., international students or short-term enrolments who are non-eligible for funding.                                   |
| <input type="text" value="N/A"/> | The school has evidence on file verifying that students are lawfully in Canada  |
| <input type="text" value="N"/>   | The school enrolls aboriginal on-reserve students who are funded by INAC  |

Number of INAC funded students: 0

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

Y, N, N/A

☐ 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: \$ 0

Total number of students with special needs: 0

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

☐ Y The school has completed an annual financial audit

Name of Auditing Company/Firm: Sam Milard

#### 4.07 Utilization of Provincial Conditional Grants

Y, N, N/A

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

#### 4.08 Bonding Information (Group 4 schools only)

Y, N, N/A

☐ N Is this school a Group 4 school?

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

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



Although COI has no funded Special Needs students at this time, the school has procedures in place so that testing can occur when needed.

**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

- |                            |   |
|----------------------------|---|
| <input type="checkbox"/> Y | Staff meetings are regularly scheduled.   |
| <input type="checkbox"/> Y | Parent communication occurs frequently.   |
| <input type="checkbox"/> Y | All school policies are available and communicated to staff, students, and parents (handbooks, website postings, etc.). |
| <input type="checkbox"/> Y | The Office of the Inspector's e-Board is monitored regularly.   |
| <input type="checkbox"/> Y | Has this responsibility been assigned to a staff member?  |

#### 4.10 Appeals

Y, N, N/A

- |                            |   |
|----------------------------|---|
| <input type="checkbox"/> Y | The school has a policy for dealing with appeals by parents regarding school decision which reflects the principles as described in the resource entitled, "Procedural Fairness: Best Practices for Independent Schools". |
|----------------------------|---|

#### 4.11 Student Discipline

Y, N, N/A

- |                            |  |
|----------------------------|--|
| <input type="checkbox"/> Y | The school has written discipline policies and procedures.                                 |
| <input type="checkbox"/> Y | Discipline policies and procedures have been communicated to staff, students, and parents. |

#### 4.12 Student Supervision

Y, N, N/A

- |                            |  |
|----------------------------|--|
| <input type="checkbox"/> Y | The school has practices/policies relating to the supervision of students: in or around the school building (before, during and after school). |
|----------------------------|--|

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

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

#### 4.13 Abuse Protocols

Y, N, N/A

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

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

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

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

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

#### 4.14 Anti-bullying and Harassment Policy

Y, N, N/A

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

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

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

An anti-bullying/harassment program is integrated throughout the school curriculum. At the end of each day teachers and students spend time in recapping the day and any items relating to bullying that may have occurred during the day would be discussed and debriefed at that time.

#### 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.

## 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>2</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>      </u> s.22 <u>      </u>
<ul style="list-style-type: none"> <li>• Non-compliance (not yet applied for TRB certification)</li> <li>• TRB application in progress, but not received</li> <li>• Expired or lapsed TRB certification</li> </ul>	
Number of new Teachers this year	<u>2</u>
Number of new Teachers last year	<u>0</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.	

The one Teacher Assistant works with the classroom teacher in the Kindergarten class.

An application for a Letter of Permission was made in early September and additional documentation has been submitted since then. This LOP will allow the teacher concerned to teach Mandarin to the 5 students in Grades 5 – 7. Currently one of the certified teachers is overseeing this time.

The EEC instructed the Principal to contact the Inspector immediately this LOP is obtained or denied.

With the exception of the teacher who has not received a Letter of Permission, **teachers employed by the school as of September 30, as reported on the Ministry I-2001 forms and in the evaluation catalogue, were found to be BC certified as required by Section 3(1)(d) of the Schedule to the *Independent School Act*.**"

## 5.02 Support Staff

Y, N, N/A

Y	The EEC confirms the number of administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, persons assigned other tasks, etc. as provided by the school in the Catalogue of School data.
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Y	Satisfactory criminal record checks, in accordance with the "Criminal Records Review Act" have been obtained and placed on file for all employees (other than certified teachers) and contractors working with children.
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Y	The school authority ensures that CRC are renewed every 5 years.
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	#
Number of Teaching Assistants employed:	<u>1</u>

Number of non-certified staff working with students.( e.g. librarian etc)	<u>22</u> s
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**There is evidence on file that criminal record checks are current and have been completed for all employees and contractors “working with children”.** The date of issue of the CRC is tracked to ensure that these remain current.

### 5.03 Professional Development

#

Number of days allotted to professional development:

6

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.

This year the one professional day was used for First Aid training for all staff members. The first professional day of the year is used for orientation and planning. Other days will be used for training in curricular areas and maybe attending the BC Montessori Association conference. The last professional day is used for writing the year end student reports.

## 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 966 per year.

### 6.02 Grade Groupings

The EEC confirms that the grade groupings are as stated in the Evaluation Catalogue. There is one class of 16 kindergarten students, and the 17 students in grades 1 to 7 are in two classrooms, joined together by a large open archway. Nine students in Grades 1 to 3 are on one side and 8 students in grades 4 to 7 are in the other. The children are free to move from one side to the other as needed, and they sometimes work together.

### **6.03 Primary Program - Kindergarten to Grade 3**

Y, N, N/A

DOES THE SCHOOL OFFER PRIMARY GRADES

Y, N, N/A

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

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.

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

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.

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).

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.

☐ U Report cards communicate student progress to parents.

☐ Y The school meets the requirements for Daily Physical Activity (30 minutes per day) and report out to parents that these requirements have been met.

Course outlines in English Language Arts, Social Studies, Mathematics, and Science include course content and planning for assessment, but they need clarification on achievement indicators and linkage to the Ministry requirements. Those in Physical Education, Fine Arts, and Health and Career Education need to be developed. The outdated Personal Planning course is still being used instead of Health and Career Education. Physical Education is very brief, taking up only one page, with no differentiation for different grade levels. There are no overviews for Fine Arts.

Report cards show the content of work completed successfully, but do not indicate the level at which the individual student has met the expectations

**No course overviews in the Primary Program (Grades K- 3) contain achievement indicators (assessment and evaluation methods).**

**Course overviews in the Primary Program (Grades K-3) English Language Arts, Social Studies, Mathematics and Science include course content, planning for assessment (teaching strategies and learning activities) but need achievement indicators (assessment and evaluation methods) and clearer evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.**

**Course overviews need to be developed for PE, Fine Arts, Health and Career Education that 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 and they should indicate differentiation for the grade level being taught.**

#### **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.*

Grades:

4-7

S, U, N/A

Satisfactory, Unsatisfactory or Not Applicable

U

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

U

The EEC confirms that course overviews for Non-Core Courses (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes *in accordance with 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 any additional Authority-approved Courses (locally developed courses such as Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.

U

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

U

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

U

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.



Children of Integrity Academy is very fortunate to have a wonderful collection of Montessori learning resources amassed over the years of the schools existence. Many are purchased and many are made by teachers. They are arranged logically and attractively on the shelves, and are easily accessible to students. The teachers follow the Montessori Curriculum, and implement it well: including individualization; grace and courtesy; developing independent, motivated learners.

They provide a rich and caring environment for the students, using a multi-age, individualized program and maintain a high standard of student work.

The EEC observed a wide variety of instructional strategies and learning activities correlating with the learning outcomes in the IRPs. However, although course overviews in Language Arts, Math, Social Studies and Science include course content, and planning for assessment, they also need clarification on achievement indicators and linkage to the Ministry requirements.

P.E., Fine Arts, Second Language (Mandarin), Health and Career Planning need to be developed, and they should specify requirements for each grade level.

Report cards show the content of work completed successfully, but do not indicate the level at which the individual student has met the expectations. Teachers of some non-core subjects have only written an outline of material covered, and do not include comments about the individual student progress and level of achievement.

**Course overviews in the Intermediate Program (Grades 4 -7) English Language Arts, Social Studies, Mathematics and Science include course content, planning for assessment (teaching strategies and learning activities) but need achievement indicators (assessment and evaluation methods) and clearer evidence that the Ministry prescribed learning outcomes and/or the authority-approved learning outcomes are being met as required.**

**Course overviews need to be developed for PE, Fine Arts, Second Language (Mandarin), Health and Career Education that 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 and they should indicate differentiation for the grade level being taught.**

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

## **6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)**

Grade 4:

%

Percentage of students participating in Foundation Skills Assessment (FSA): 100

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): 100

Y, N, N/A

☐ Y FSA results are used to enhance student learning.

☐ Y FSA results are reported to parents.

All grade 4 and grade 7 students participate in the FSAs, The teachers and principal meet to discuss the results of individuals, and if any weaknesses are indicated for a particular student, strategies are implemented to improve those areas. Due to the small numbers of students taking these tests, it is difficult to make generalizations about the scores of the group. This year there are 3 grade 4 students and only one in grade 7. The results are reported to the parents. Montessori students are not used to the format of the tests and the staff considers its method of assessing student achievement provides a more accurate description of the students' progress.

The principal and teachers are not currently using the Performance Standards document, but plan to use them to help correlate the children's progress in the Montessori curriculum with that of the Provincial guidelines. The performance standards can also be used in assessing individual student achievement that will be included in the report cards.

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

Y, N

☐ N DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

#### **6.10 and 6.11 Special Education Programs and Diagnostic Referral Services**

Y, N, N/A

☐ Y DOES THE SCHOOL OFFER THE SPECIAL EDUCATION PROGRAMS

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

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

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

The school reviews the IEP 3 times per year.

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

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

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

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

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

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

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

The school does not presently have any funded special needs students. They have a policy, included in the parent handbook, which explains the admissions, process and delivery of special education programs. The individualized program gives students the opportunity to progress at their own rate and to have the teacher support they usually need. The principal meets with parents if external service providers are to be recommended. There is a particular psychologist that the school prefers to use. This year there is one student who is in the process of being tested by a psychologist and is currently receiving learning assistance.

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

Y, N, N/A

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

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

Y, N, N/A

☐ Y Students have access to library resources/facilities.

#### **6.14 Computer Utilization for Instructional Purposes**

Y, N, N/A

☐ Y Computers are used for instruction and administration purposes.

The library is situated in the heart of the school building, affording ready access to students in the surrounding classrooms. It is a particularly spacious and attractive area, complete with a couch and comfortable chairs.

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

Y, N, N/A

☐ Y Curriculum review and implementation occurs.

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

Y, N, N/A

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

Teachers meet with the principal monthly to discuss curriculum, to review implementation and to make any necessary adjustments.

The school operates an individualized program for a small number of students. Teachers have ample opportunity to counsel students as difficulties arise. The principal is very involved with each student and family, and acts as counselor as needed. She is a certified Parent Consultant and Coach.

#### **6.17 Additional Activities:**

The hot lunch program gives the students in grades 1 to 7 the opportunity to be involved in various components of organizing and serving meals; from deciding on a nutritious menu, distributing it, shopping and budgeting, preparing the food items and cooking, to serving the meals and cleaning up. Everything is bought locally and prepared from scratch.

Cultural studies are emphasized, including celebrations such as Chinese New Year, and Hanukkah, Thanksgiving, and International Day.

All students from Kindergarten to grade 7 go to Camp Potlatch, Kindergarten children staying for one night, and older students for two or three. Courses of skating and swimming lessons are provided.

There is a strong sense of community evident in the school, and parents are encouraged to

participate in two curriculum information evenings, and a Parent Education Meeting, as well as helping at events such as the Fall Carnival and the picnic and games in June. Art Club and Theatre Club are examples of after school clubs available to elementary students.

## **7.0 REPORT SUMMARY:**

### **COMMENDATIONS:**

The EEC commends the school for:

- The successful implementation of the Montessori philosophy: including individualization; grace and courtesy; developing independent, motivated learners.
- Well-equipped and organized classrooms that provide a comprehensive supply of teacher-made and commercial Montessori materials as well as those from other sources.
- The school is well prepared for emergencies having large containers of supplies that can be easily moved outside if necessary. Students each have an emergency supply pack in their own classrooms which also contain relevant contact and medical information.
- The strong administrative structure evidenced by the policies, handbooks and student files.

### **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:

- Course overviews in English Language Arts, Social Studies, Mathematics and Science include course content and planning for assessment but they need clarification on achievement indicators and linkage to the Ministry requirements.
- Implementation and use of Performance Standards in both planning for assessment and report card completion.
- Report cards currently give details of the content of the work completed but do not indicate the level at which the individual student has met any expectations.
- Course overviews to be developed for PE, Fine Arts, Second Language, Health and Career Education showing all the necessary components and differentiation for the grade level taught.

### **STATUTORY REQUIREMENTS:**

The EEC concludes that Children of Integrity Montessori Academy has met all the statutory requirements, except the following:

- Obtaining a Letter of Permission as outlined in Appendix A.

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 (SCHOOL NAME) satisfies the requirements for Group 1 classification, and recommends that this classification be granted, contingent on completion of the Statutory items listed in Section 7 of this report and 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 A

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

##### CHILDREN OF INTEGRITY MONTESSORI ACADEMY

#### 1. Non-compliance (not yet applied for TRB certification)

TEACHER'S NAME	GRADE LEVELS / COURSES CURRENTLY TEACHING

#### 2. TRB Application in progress:

TEACHER'S NAME	TYPE OF CERTIFICATE APPLIED FOR	DATE OF APPLICATION
	s.22	

#### 3. Expired TRB certificates or Annual Fee lapsed

TEACHER'S NAME	TYPE OF CERTIFICATE	EXPIRY DATE

#### Additional Certification Concerns:

