

Kenneth Gordon School 044-96204

		FTE	Amount	
2006-07	Level 2 Category D	1	\$ 16,000.00	
	Level 2 Category G	3	\$ 40,000.00	
	Special Ed School	83	<u>\$ 181,500.00</u>	\$ 237,500.00
2007-08	Level 2 Category D	5	\$ 72,000.00	
	Level 2 Category G	3	\$ 48,000.00	
	Special Ed School	75	<u>\$ 163,900.00</u>	\$ 283,900.00
2008-09	Level 2 Category D	5	\$ 80,000.00	
	Level 2 Category F	1	\$ 16,000.00	
	Level 2 Category G	2	\$ 32,000.00	
	Special Ed School	62	<u>\$ 133,100.00</u>	\$ 261,100.00
2009-10	Level 2 Category D	8	\$ 128,000.00	
	Level 2 Category F	1	\$ 16,000.00	
	Level 2 Category G	2	\$ 24,000.00	
	Level 2 Category H	1	\$ 8,000.00	
	Special Ed School	68	<u>\$ 148,500.00</u>	\$ 324,500.00
2010-11	Level 2 Category D	4	\$ 73,200.00	
	Level 2 Category F	1	\$ 18,300.00	
	Level 2 Category G	5	\$ 89,300.00	
	Special Ed School	96	<u>\$ 206,800.00</u>	\$ 387,600.00
2011-12	Not Approved	2	\$ -	
	Level 2 Category D	7	\$ 128,100.00	
	Level 2 Category F	1	\$ 18,300.00	
	Level 2 Category G	2	\$ 36,600.00	
	Special Ed School	89	<u>\$ 195,800.00</u>	\$ 378,800.00
				<u>\$ 1,873,400.00</u>

EXTERNAL EVALUATION REPORT

OCTOBER 4 – 5, 1999

KENNETH GORDON SCHOOL, BURNABY

INTRODUCTION

An External Evaluation Committee (EEC) consisting of William Fisher and Terrence McBurney was appointed by the Inspector of Independent Schools of the Ministry of Education to visit Kenneth Gordon School (KGS), located in Burnaby, B.C. This External Evaluation Committee has been appointed in accordance with Section 3 of the Independent Schools Act which authorizes the Inspector of Independent Schools to appoint external evaluation committees and to specify their duties.

The EEC spent Monday, October 4 and Tuesday morning, October 5 at the school interviewing the principal; meeting with teachers, tutors and other staff members; visiting classrooms; examining student work; and investigating school facilities, instructional resources, administrative procedures, curriculum structure and learning outcomes, teacher planning and student evaluation. A pre-evaluation meeting was held with the staff on Monday and a post-evaluation meeting also took place with the staff on Tuesday.

The EEC expresses its sincere appreciation to the administration for its hospitality and cooperation during the school visit. As well, all members of staff were considerate, open and highly professional in their work with the EEC.

The school is classified as Independent Group 2. It is located in Burnaby and operates under the authority of the Society for the Education of Children with Specific Learning Disabilities.

Presently the school enrolls 76 students in the Grade One to Grade Seven program. No Home School learners are registered.

1. GENERAL INFORMATION

Since the last EEC report a number of changes have been made in the areas of program, facility and resources/equipment. Notable among the program changes are implementation of a Summer Adventure Camp, establishment of a "Transition Classroom," increased student enrollment and an expansion of extra-curricular activities. Changes have also occurred in staff evaluation and training.

Facilities changes have created additional instructional space – two tutoring rooms, another small classroom and a converted classroom. Administration offices have been built and a walkway has been constructed to join the portables to the main building.

Equipment and resources upgrading include more computer technology and an expanded basic library collection.

The governing authority – the Society for the Education of Children with Specific Learning Disabilities – oversees the operation of the school with working committees designated for Finance, Personnel, Education, Facilities and Planning. The Board works closely with its administrator, the principal of KGS. Parents elect the Board and staff members also have two elected representatives. The Board meets regularly on a monthly basis.

The school is registered under the Society Act – its official registration number is S 15350. The last Annual Report was filed with the Registrar of Companies on November 1, 1998.

This past Summer the school offered an Adventure Program – a one-week camp which provided those students in attendance with educational opportunities, such as conflict resolution, study skills, self-advocacy and keyboarding. There was also a wide selection of outdoor camp activities.

2. SCHOOL PHILOSOPHY AND PRACTICE

The Mission of KGS is "to provide an effective academic and emotionally supportive environment for the remediation and education of the child with specific learning disabilities." The framework for the Philosophy Statement includes reference to the school's system of beliefs – pride, dedication, and collaboration. The stated philosophy and activities observed by the EEC suggest that the school is fulfilling the requirement of Section 1 of the Schedule of the Independent School Act, regarding school programs.

The unique nature of KGS is most clearly demonstrated in its individualized child-centred approach which provides a remedial core program (based on the Orton-Gillingham phonemic based, structured multi-sensory program) as well as the required broad-based curriculum of the Ministry of Education.

Future school plans are directed to search for land that could be sited for the Authority's own school.

3. SCHOOL ADMINISTRATION

KGS is administered by a principal who has 100% time for administration. The extensive list of the duties for this position include management of the day-to-day operations of the school, leadership in the implementation of the strategic plan, budget management, human resources functions – recruiting, selecting, supervising and evaluating personnel, liaising with external agencies and organizations, supervising instruction, organizing professional development and training programs and playing a major role in school fund-raising.

The school's Assistant Administrator serves as the bookkeeper and business manager.

Student files are carefully maintained and are kept in a locked filing cabinet in the general office area. A very comprehensive file is kept in a three-ring binder for each student.

The school's auditor indicates satisfaction with the documentation and evidence for qualifying students. The EEC suggests that the principal and auditor meet to determine what documented evidence

should be retained in school files to establish that students' parents/guardians are residents of British Columbia and that they are lawfully in Canada.

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.

Administrative procedures are appropriate and clearly communicated. Written communication within the school includes a weekly newsletter, a school information booklet and memoranda. Several types of meetings are held on a regular basis, including informal staff sessions each morning, monthly "formal" staff meetings and Education Committee meetings.

Frequent communication occurs between the school and the home – notes from both teachers and tutors, monthly phone calls, a weekly newsletter, a calendar of events and a parents' handbook.

KGS endeavors to respond constructively to parental concerns. If an issue cannot be resolved at the staff level the final authority is the principal. The EEC suggests that a formal appeal policy be developed and adopted by the Authority with due consideration to the principles of natural justice and procedural fairness.

The school's policy on student discipline is clear, comprehensive and communicated in writing.

Student supervision is provided through staff and a paid supervisor for the before-school, lunch hour and after-school periods. Parent volunteers are also included in supervisory roles.

The school indicates that child abuse protocols outlined in the B.C. Handbook for Action on Child Abuse and Neglect are followed. However, the EEC suggests that the school and Authority develop and adopt a formal policy/protocol statement on child protection.

Policy and procedural statements have been developed to address emergency situations covering accidents, fire, earthquakes and

transportation/field trips. Two staff members have first-aid training and one member of staff is a registered nurse.

Ministry of Education newsletters and bulletins are circulated to staff and are filed in an accessible area in the school library.

4. TEACHER CERTIFICATION

The teaching staff at KGS consists of six full-time teachers. The school principal is a certified teacher. Teachers' files were checked – all contained photocopies of certification. All teachers are appropriately assigned. All 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 B.C. certified, as required by Section 3(1)(d) of the Schedule to the Independent School Act.

Teacher turnover is low – only one new staff member has been added over the past two years.

The principal of the school is a B.C. certified teacher, as required by Section 8 of the Act.

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

The principal and staff are strongly committed to professional development. Staff meetings on Mondays and Thursdays follow a professional workshop format. Teachers have funding and release time for one conference and one inter-class visitation day per year. Tutoring staff are sponsored annually for a local Orton Gillingham Conference. An educational grant or subsidy is also available for staff pursuing college or university course work.

Evaluation of the principal is done by the Chair of the Board of Directors. This process is a cooperative venture with both parties directing their focus to the principal's annual goals statement. This process is done not less than every two years. The principal has also initiated a staff survey on the effectiveness of the school administration.

Teachers are evaluated by the principal. Formal reports are written on the teaching staff every year. For new teachers the report is not written until the second year in the school. Tutors are evaluated on an annual basis by the principal.

5. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION

Kenneth Gordon School's 76 students are organized into 5 divisions of 14 students and one Transitional class of six children. Students are assigned on the basis of age, functioning level and number of years in the program.

Classes remain together for three of the five one-hour periods in the day. In each of two periods seven students attend with tutors for work in the KGS program, while the remaining seven receive mathematics instruction from the classroom teacher.

Teachers have completed annual plans which attend to Ministry I.R.P.s. Some have linked content, teaching strategies and evaluation and assessment to prescribed learning outcomes. It is suggested that all future previews identify Ministry prescribed learning outcomes.

Individualized Education Plans are developed for each student. They have been completed by classroom teachers in cooperation with each child's tutor. Parents and teachers have contributed to the process.

Although I.E.P.s generally meet Ministry requirements, the type of content and detail vary. Content is reviewed each term. It would be helpful if I.E.P.s were dated. It is suggested that the principal review current I.E.P.s and review all requirements with teachers.

The complexity of the instructional model at KGS is a very unique feature of its staff utilization. The EEC suggests that the principal and staff consider a review of the various roles in the instructional program – teacher/tutor/teacher assistant – to ensure that optimum use is made

of the respective training, experience and skills of all participants in the program.

Instruction reflects daily and long term plans. As much as can be expected in a school for children with specific learning disabilities, the Primary and Early Intermediate Educational Programs meet the time requirements and learning outcomes for all subjects specified in the Educational Standards Order (Sections 2, 3, 4).

PRIMARY (K-3) AND EARLY INTERMEDIATE

Although classrooms (Divisions) are not organized by grade, all students fall within the Primary and Early Intermediate programs which are combined for purposes of this report.

Language Arts is emphasized in curriculum content, instructional methodology and time allotments.

One of the language arts is the Kenneth Gordon School program which is described as an Orton-Gillingham based phonetic, structural, multi-sensory program designed to meet the needs of children with specific learning disabilities. Each student, working with a tutor trained in the method, works through KGS Handbooks 1 – 5. The tutor controls the pace, determines sensory approaches, employs a variety of instructional and motivational techniques and records progress. Teacher and tutor communicate often, both formally through the completed checklist and informally to ensure that classroom and tutorial programs correlate.

The EEC observed students to be at task and focussed while in tutorials. Students usually complete the 5 KGS Handbooks in two to three years.

The classroom component of Language Arts is described as whole reading, basal readers, phonetic, sight reading, literature based, integrated with other subjects and individualized.

The EEC observed the use of a variety of instructional resources and teaching strategies.

In both Social Studies and Science teachers attempt to attain Ministry learning outcomes. As classes contain students of more than one grade, topics are often chosen from more than one grade level. Instructional materials include textbooks as well as a variety of other materials selected by the teacher. Curriculum is modified to suit student achievement levels and a variety of instructional methods are used. Hands-on and oral instruction were observed.

Students receive Mathematics instruction from the classroom teacher for sixty minutes a day in groups of no more than seven, but instruction and progress are often individualized. Resources include Math Journeys and MathQuest texts as well as teacher-made and commercial materials. Emphasis is on computation and practical skills. It was observed that students are often working at grade level.

New this year, is a Transitional class of six students which was created to help children to cope when they leave this school for integration in other schools in September, 2000. Specific instruction includes reading, writing, mathematics and research skills. Students are learning to use laptop computers for written communication which is difficult for them. Students met by the EEC express confidence, even early in the school year, that they can be successful when they leave the school.

Student progress is assessed by an extensive range of standardized tests and diagnostic instruments supplemented by informal measures such as teacher-made tests and check-lists.

The school indicates that, due to the special nature of its students, it has received approval from the Inspector of Independent Schools to not participate in the Provincial Learning Assessment Program.

The report cards reflect the students' progress on skill level achievement. Letter grades are not used. Comprehensive written reports are issued three times per year and parent/teacher/tutor conferences also take place at the times in which written reports are made.

Students are promoted or placed on a Division rather than grade level basis. The school is very aware of the challenge for students to

reenter the "mainstream education system" after two or three years. The principal has initiated a program to track KGS students after they enroll in other public or independent schools.

KGS provides adequate instructional resources for both the classroom and tutorial components of its instructional program. Computer technology is used extensively by the tutorial staff. The school's supply of computers is continually expanding – there are significant additions to this resource through personal and corporate donations of equipment. The EEC encourages the school to continue to work toward its goal of equity in the provision of computer technology to all staff members.

The library is located in the centre section of the main building, therefore, access is readily available. A staff member works in this area for an hour each day. Major funding has been allocated to upgrading the library collection and it is expected that the improvement of this resource area will be a continuing, long-term commitment.

KGS has access to outside diagnostic, referral and counselling services. The Burnaby Health Unit provides regular monthly visits by a community health nurse. Responses for assistance beyond the basic service are prompt. The Health Unit also provides, upon request, Speech Language Pathology services. The school recommends several private counsellors to parents in instances where more professional help is required. General guidance and counselling are provided by the classroom teachers and the principal.

Although the school's location and student transportation requirements tend to restrict extra-curricular activities, efforts are made to provide several programs beyond the classroom experience. The Summer Adventure Camp was a successful initiative in 1999 and plans are underway for an educational travel trip to Mexico later in the school year. Many special events occur throughout the year, e.g. science and book fairs, special event days and ski lessons, to name a few. A program of lunch hour games is being implemented.

6. FACILITIES

The original wood-frame building includes four classrooms, a gymnasium, library, staff room, kitchen and general/administrative offices. Two portables are linked to the main building by a recently-constructed covered walkway. The portable units provide 16 tutorial rooms, two classrooms and a small multi-purpose room. The facilities are well-sited relative to a large grass playing field. Volunteers have created some attractive features, such as planters and picnic-style tables, to enhance the outdoor environment at KGS. There is an adventure playground and swing set located close to the school buildings, (A copy of the site and buildings plans are attached to this report).

The EEC reviewed documentation regarding health and fire inspections and is satisfied that these requirements have been met. Attached to this report is a copy of a letter from the City of Burnaby regarding conformance with the municipal regulations. Contact was made with the Burnaby School District – the lessor for the site and main school building – and the Secretary-Treasurer's office indicated that this was as far as they could go to ensure compliance.

Maintenance and janitorial services are provided by the Burnaby School District – the EEC found that the buildings were clean and attractive.

Student safety provisions include staff supervision and a paid supervisor and parent volunteers. No cloth towel dispensers are used in the school's washrooms.

7. REPORT SUMMARY

The EEC was impressed by the commitment of all the staff in their work with the children at Kenneth Gordon School.

The EEC suggests that:

1. The principal and auditor meet to determine what documented evidence should be retained in school files to establish that students' parents/guardians are residents of British Columbia and that they are lawfully in Canada.
2. A formal appeal policy be developed and adopted by the Authority with due consideration to the principles of natural justice and procedural fairness.
3. The school and Authority develop and adopt a formal policy/protocol statement on child protection.
4. All future previews identify Ministry prescribed learning outcomes.
5. The principal review current IEP's and review all requirements with teachers.
6. The principal and staff consider a review of the various roles in the instructional program – teacher/tutor/teacher assistant – to ensure that optimum use is made of the respective training, experience and skills of all participants in the program.

8. SUMMATIVE RECOMMENDATION

After examination of the foregoing items, it is the opinion of the External Evaluation Committee that Kenneth Gordon School satisfies the requirements for Group 2 classification for its Kindergarten to Grade Seven program, and recommends that this classification be granted, contingent upon the conditions of Section 3(1)(a) of the Schedule of the Independent School Act regarding the FTE cost per student in the previous year, which is determined by the Inspector of Independent Schools.

**External Evaluation Report On
Kenneth Gordon School
Burnaby, B.C.
Oct. 15 and 16, 2003**

Introduction:

Kenneth Gordon School was established in 1973 as a private school. In 1980 a new society was formed by the parents in order to better serve students with specific learning disabilities. At the present time the school enrolls 77 students from grades 2-7.

The school is located in an older school building which is leased from the Burnaby School District. The school address is 7855 Meadow Avenue, Burnaby, B.C. The school is not affiliated with any independent school association.

The school registers no home schoolers.

This External Evaluation Committee (E.E.C.) 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.

An External Evaluation Committee consisting of Mr. Douglas Stam and Mr. Donald Hartwig visited Kenneth Gordon School on October 15 and 16, 2003.

During the visit the E.E.C. met with the principal and discussed the organizational authority, the philosophy and objectives of the school, the school organization and administration, teacher certification, the supervision of instruction and personnel, the educational programs being offered, the evaluation and reporting procedures, and the school facility.

A meeting was held with the school staff to discuss the inspection process. Each teacher was visited and discussions were held during the examination of course outlines, daily planning and evaluation procedures to ensure that the Learning Outcomes of the B.C. curriculum are being met.

The E.E.C. observed classes in session and examined student's work, examined the school facility, instructional equipment and subject time allotments.

A post-inspection meeting with the entire staff was held at the end of the two day visit.

1. General Information:

Since the last external evaluation report the school has requested a change in status to move from the current Group 2 status to Group 1 status. Within the school programs the school has moved to a "pod system" within the classrooms. Also, as part of an "assistive technology" initiative the school recognizes that learning disabled students benefit greatly from technology software which includes a multi-sensory approach to key boarding. The school is also using reading materials geared for learning disabled students.

The school has added a double-wide portable as a multi-purpose room and has replaced the carpets in the portables with tile flooring.

There have been no changes to the Authority/Administrative structure.

The school is operated by the Society for the Education of Children with Specific learning Disabilities. The parents of the children in the school elect the Board of Directors. The Board includes 15 members, including one teacher, one tutor, the school principal and the school accountant. The Board has created several committees whose task is to address issues and problems and to then report to the Board.

Kenneth Gordon School is registered under the Society Act and the official registration number is 15350. The date the last Annual Report was filed, together with the required financial report, was December 16, 2002.

In addition to the school program Kenneth Gordon School sponsors an Outdoor Adventure Program for 1 week during the summer. The program includes 30 students, 15 from the school enrollment and 15 new students.

2. Facilities:

The school occupies a building constructed in the early 1960's, which formerly served as a Public Elementary School, and has been leased to Kenneth Gordon School. Subsequent to the Society acquiring the use of the building the Society has added three well-appointed portable classrooms in 1988, 1995 and 2000. The school is well maintained and reflects good repair throughout. The school has a "halfsize" gymnasium which is well equipped and supplied. In addition to the physical facilities the school also has access to an onsite playground.

The school is in compliance with all relevant Municipal and Regional District occupancy and use ordinances. All relevant safety and fire inspections have been completed and are completed on a scheduled basis in tandem with the owners of the facility. Cloth towel dispensers are not in place in the facility.

Janitorial and maintenance services at the school are part of the lease agreement with the Burnaby School District, with additional services being supplied by parent volunteers during well organized "work days".

The overall appearance and use of the facilities available is one that is being addressed on an ongoing basis. The school is making excellent use of the facilities they have at their disposal.

3. School Philosophy and Practice:

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

Kenneth Gordon School provides remedial instruction in language arts based on a multi-sensory approach to meet each child's specific needs. Each child has an I.E.P. and meets the Ministry of Education criteria for severe learning disabled. The school's goal is to have students return to mainstream classrooms within 2 to 3 years equipped with strategies required to be successful.

A unique feature of the school programs is the amount of individualized instruction in language arts and, to a slightly less degree, arithmetic, that is provided for all students.

Future programs include the just introduced assistive technology that has been incorporated into the existing program. For this change all staff were trained, computer hardware and software purchased and upgraded.

4. School Administration:

The principal of Kenneth Gordon School devotes 100% of her time to the supervision and administration of the school. In addition to supervising the 8 teachers on staff, she is also responsible for supervising 18 tutors who are employed to work in the instructional program. Also, the principal is responsible for financial matters concerning the operation of the school, and for overseeing fund raising activities initiated by and for the school. Assisting the principal is a bookkeeper/business manager and secretarial support. The details regarding the administration of educational matters are in good order.

Student records and files are properly maintained. Student files include all of the information recommended by the Independent Schools Branch in the Evaluation Catalogue. Procedures are in place for dealing with sensitive information. School records are up-dated in an ongoing manner.

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 cost. In addition to a qualifying student grant, the school received a Special Education Grant in the amount of \$182,200.00.

The school has not received any French Language Program grants.

Policies and procedures have been developed to cover all aspects of school life. These are included in two Handbooks, a Parent/Student Handbook and a Staff Handbook. In addition, these are weekly newsletters, a school information booklet, two staff meetings per month and a number of committee meetings. There are also monthly telephone calls from teachers to parents.

Policies regarding appeals are included in the registration package which parents must read and sign. The current policy was developed in response to a request made during the mini-evaluation done 2 years ago and the process is based on the principles described in the Ministry document "Procedural Fairness: Best Practice Guidelines for Independent Schools".

Policies regarding student discipline are included in the Parent/Student Handbook. Staff members supervise students during recess. Early morning, noon and after school supervision is conducted by paid staff, with assistance during noon hours from parent volunteers.

There are appropriate policies in place for student safety, accidents and emergencies. Two staff members have first aid training and one staff member is an R.N. Reports of accidents are kept in the school office.

Fire drills are held once per month and are recorded. Earthquake drills are held 3 times per year and are recorded. The school building is maintained, together with the grounds, by the Burnaby School District.

There are no cloth towel dispensers in the school.

5. Teacher Certification

Kenneth Gordon School currently employs nine teachers with professional certificates. Eight teachers have certificates issued by the BCCT – seven professional and one interim professional. One teacher has a professional certificate issued by the office of the Inspector of Independent Schools. In addition, one Therapeutic Orton Gillingham Tutor serves as a part-time teacher of music with a subject- and school-restricted certificate. This person also serves part-time as a Teacher Assistant. The F.T.E. total for the school is 8 teachers.

The school also employs seventeen Therapeutic Orton Gillingham Tutors and one part-time Teacher Assistant.

All teachers have teaching assignments appropriate to their certification.

All 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 B.C. certified, as required by Section 3(1)(d) of the Schedule to the Independent School Act.

There is evidence on file that Criminal Record Checks have been completed for all employees or contractors “working with children”.

One teacher is new to the school this year, and three teachers have joined the staff over the past two years.

The principal of the school is a B.C. certified teacher, as required by Section 8 of the Act.

Three days per year are available for professional development activities. In addition there is one in-house after school professional development activity each month.

The school principal is evaluated by the Board Chairman. Teachers are evaluated on a regular basis by the principal. Tutors are evaluated, together with the principal, by the Head Tutor. Copies of all written evaluations are kept on file in the school office.

6. Educational Program – Curriculum and Instruction:

The Ministry of Education’s Instructional Resource Packages (IRPs) 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 IRPs. Resource material from a variety of sources are being used, provincial IRPs are being followed and adhered to. The school has a decided “Special Education Flavour”. The Society and school leadership, as well as the staff, are committed to the ongoing use of the Orton-Gillingham methodology and, at the same time, providing a solid multi-sensory approach to meet specific students needs. As such, all students have Individual Education Plans (IEPs) which serve to guide their education.

Teachers have made it an ongoing goal to continue to develop course overviews and to include the following essential components: learning activities, evaluation methods and linkages with curriculum organizers for core subjects and Ministry approved learning outcomes for all other courses.

Daily instructional time for each Kenneth Gordon student is allocated as follows: one hour of 1:1 Language Arts tutoring, 1 hour of small group Math instruction 5:1 small “pod” Language Arts instruction, as well as classroom full group instruction. The E.E.C. is pleased to note that the instruction time requirements set out in the Educational

Standards Order (Section 3) and the Kindergarten to grade 12 Educational Plan (September 1994) are being exceeded.

Primary (Kindergarten-Grade3)

The Primary component of Kenneth Gordon School is offered within a division structure with grades two and three placed in the same "home room". The Division One classroom is a welcoming room with good storage facilities, classroom resources, a variety of teaching charts, and displays of children's work which flows from the classroom into the hallway. Children are actively engaged and teaching facilitates cooperative interactions.

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

Language Arts

The decided focus of the Kenneth Gordon School is on Language Arts development. Instructional grouping reflects pedagogical excellence, small group as well as individual instruction are highlights which is cornerstoned by a solid phonetic/multi-sensory approach.

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.

Social Studies and Science

Social Studies and Science are taught through a largely thematic approach. Instruction is well planned and organized. The Committee notes the effort staff are making to ensure that materials covered remain "fresh" while, at the same time, instructing split classes.

Course outlines in all subjects include content, learning outcomes, teaching strategies and evaluation and assessment methods. In Math, Language Arts, Social Studies and Science, the learning outcomes are linked to the Ministry-prescribed learning outcomes (curriculum organizers).

Personal Planning instruction is integrated into a variety of subject areas in Grades Two and Three. Computer Technology is offered through one on one settings.

Physical Education instruction is provided to all students. Classroom teachers are responsible for teaching their own physical education.

Fine Arts instruction at the Primary level is provided by the classroom teacher and through the services of a Music specialist.

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

The Primary Program is highlighted by a comprehensive and excellent program for Learning Disabled students.

The Primary Program meets the time requirements and learning outcomes of the B.C. curriculum for all subjects, as specified in the Educational Standards Order (Sections 2,3,4).

Early Intermediate (Grades 4-7)

The curriculum offered at the Kenneth Gordon School in Grades 4-7 dovetails into the material presented in the Primary grades. Not unlike the organizational scheme in Primary; the Intermediate grades are set in split grade arrangements called divisions. The class divisions include one transition division designed to aid students in "transitioning" to the typical classroom/school environment outside of Kenneth Gordon School.

A wide variety of teaching resources are being used by teachers and students.

Language Arts

The Language Arts Program exhibits a sound mix of structural analysis, grammar, reading, writing and listening. Of particular note is the focus on ongoing phonetic development and multi-sensory instruction regardless of the student's age. Not unlike the Primary Program the intervention of therapeutic tutors is instrumental in advancing the program.

Mathematics

In Mathematics students are presented with a variety of instructional modes and curriculum. The Committee observed a mix of problem-solving, basic skills hands-on and algorithmic instruction. Students are taught in both full class and small group settings.

Science

Students are taught using a variety of motivating techniques and subject matter in Science. Teachers are making use of the resources at hand as well as additional resources within the region. Supplemental resources are accessed through field trips and field studies.

Social Studies

Social Studies instruction is aided through a variety of resources and activities. Teacher directed and small group work enhances the curriculum.

French

The school does not have a second language program due to its focus on teaching students with language based disabilities.

Physical Education is conducted in a gym and on the outdoor playing field which is located on the school property. Classes are focussed and active. A wide variety of programs and resources are employed. Fine Arts development and education takes place at the classroom level. Scheduled blocks of music and art are in place. Art work is on display throughout the building and music-taught in a designated music room-is a highlight for many students.

In the curricular domain of Personal Planning the provincial framework is followed with locally developed curriculum used supplementally. Skills such as the use of personal agendas are in place across all the grades.

The school participates in the Foundation Skills Assessment (FSA) at the grade seven level.

Course outlines in all subjects include content, learning outcomes, teaching strategies and evaluation and assessment methods. In Math, Language Arts, Social Studies, Science, the learning outcomes are linked to the Ministry-prescribed learning outcomes (curriculum organizers).

The Ministry-prescribed learning outcomes for grades 4-7 in Math, Language Arts, Social Studies, Science, are being met. The Ministry or authority-approved learning outcomes for Physical Education, Fine Arts, and Personal Planning are also being met. Subjects meet the recommended time allotments as described in the Ministry of Education's "Kindergarten to Grade 12 Educational Plan".

The school has a library with in excess of 10000 titles in the collection. Circulation is managed electronically and books are chosen for purchase based largely on the readability level.

The school has its focus developed and in all respects it is a decidedly Special Education environment. All grants monies received from the Ministry earmarked for use in special program development are being appropriately managed and used. All programs within the school are offered as adapted curriculum and all students have comprehensive IEP's.

The students are served by a variety of professionals who complete diagnostic testing when deemed necessary.

7. Report Summary:

Commendations

The External Evaluation Committee commends Kenneth Gordon School for:

1. the dedication of the staff to students with special needs, in part through the incorporation of the Orten Gillingham methodology throughout the instructional program.
2. the optimal use of all available space in order to enhance student learning through small group instruction.
3. the on-going adaptation of curriculum to meet the special needs of the students.
4. enlisting the support of parents and the community to assist in improving the school facilities and grounds.

8. Summative Recommendation:

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.

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 lower functioning 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 confidentialities. 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

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Additional Certification Concerns:

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

Course Name	Ministry Code Number	Comments