



November 28, 2017

School ID: 2396360

Ms Evelyn Debusschere, Principal
Kelowna Waldorf School
429 Collett RD
Kelowna BC V1W 1K6

Dear Ms Debusschere,

On Tuesday October 31, and Wednesday November 1, 2017, Henry Contant and Lora Clarke visited your school for an unannounced external evaluation.

During the inspection, the inspection team was unable to conclude with confidence that KWS' educational program met Ministry's curricular requirements. As such, in accordance with Independent School Act Section 4(4)c the Ministry will cancel the School's current Group 1 certificate and issue a Group 3 Certificate of Classification valid from December 1, 2017 to June 30, 2019. As of December 1, 2017, Kelowna Waldorf School, as a Group 3 school, is ineligible for government funding until such time as confirmation of compliance with Ministry requirements is received and confirmed through further inspection.

If the School Authority wishes to pursue recertification as a Group 1 Independent School, it must commit to achieving compliance with the Ministry's curricular requirements and commit to bringing the school into compliance with the following conditions, deadlines, and requirements:

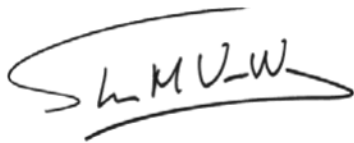
1. Written confirmation from the School Authority on or before November 30, 2017 as to whether the school authority wishes to pursue recertification as a Group 1 school in the 2017/18 school year. If so, the following requirements and conditions must be met:
 - i. The School Authority is required to engage external consultants (including educators with the BC Subregion of AWSNA) who can assist the school with professional development in the area of curriculum and assessment and provide guidance in bringing the school's Waldorf-based educational program into alignment and compliance with the Educational Standards Order.

.../2

- ii. The School will confirm in writing on or before:
 - a. December 1, 2017: that it will undertake professional development in curriculum, assessment, and reporting under the guidance of the BC Subregion of AWSNA,
 - b. December 15, 2017: that all curricular learning areas (core competencies, curricular competencies) have been incorporated into the educational program (teaching) and are regularly assessed and reported out on using BC Ministry proficiency and performance scales and for core competencies use “I can” statements,
 - c. January 30, 2018: that it has developed documentation under the guidance and approval of the BC Subregion of AWSNA which demonstrates how the School’s Waldorf-based educational program addresses curricular compliance with the Ministry’s Educational Standards Order and BC Ed Plan.
- iii. The Ministry will perform an external evaluation of the school in February 2018 to verify the school’s educational program, assessment, reporting, and classroom practices and to determine if the program meets the Ministry’s requirements for a renewed Group 1 certification.

Failure or refusal to commit to or comply with these conditions will result in continuation of the School’s Group 3 certification.

Sincerely,

A handwritten signature in black ink, appearing to read 'Theo VandeWeg', enclosed within a large, sweeping, handwritten loop.

Theo VandeWeg
Inspector of Independent Schools

pc: Waldorf School Association of Kelowna



**Kelowna Waldorf School
BC Ministry of Education Inspection
October 31 - November 1, 2017**

Brief Description of School

Kelowna Waldorf School (KWS) is a Group 1 independent school that has been in continuous operation since 1983 in the city of Kelowna. It has a current enrolment of 53 students in Kindergarten – Grade 5. The School saw a dramatic decrease in enrolment in the past year (the October 2016 EEC report indicated an enrollment of 125 students in K - Grade 7). A separate Waldorf Parent & Tot Child Care Program and Preschool program operates from an adjacent building. Kelowna Waldorf School is a member of the Federation of Independent School Associations in BC (FISA-BC) in the Associate Member Group (AMG). KWS is also a member of the Association of Waldorf Schools of North America (AWSNA) and the Waldorf Early Childhood Association of North America (WECANA).

The Ministry of Education inspection team consisted of Mr. Henry Contant (Lead Inspector with the Ministry of Education- Independent Schools Branch who served as chair) and Ms. Lora Clarke (an experienced Independent School inspector and current independent school principal).

Focus of Inspection:

The primary focus of this inspection was to determine how the Kelowna Waldorf School is demonstrating curricular compliance within a Waldorf pedagogical framework. The Inspectors spent two days in conversation with the principal and teachers, reviewing curriculum planning documents, teacher unit and lessons plans, student work, and in classroom observation of student learning. Inspectors also examined how students are being assessed and how teachers are communicating student learning progress with parents.

Specifically, the inspectors reviewed how the curricular modernization is addressed in the School's educational program and evidenced through its Planning, Assessment & Reporting. The inspectors looked for evidence of the following as part of their inspection process:

A. Educational Program: Curriculum and Instruction (Planning)

1. Curricular Competencies by Grade

Teachers were asked to provide evidence that they had a working list of B.C. curricular competencies that they understood to be responsible for delivering for their specific grade level (Language Arts, Mathematics, Social Studies, Science, Arts Education, Physical and Health Education, Career Education, Applied Design, Skills and Technologies).

The teachers were unable to provide the team with a comprehensive list of curricular competencies that they understood to be a required focus of their teaching. While the Team acknowledges that efforts have been made to connect the Waldorf curriculum to the BC Ed Plan by listing most of the curricular competencies by grade through a document developed by AWSNA, the document is organized in a manner that does not clearly support teachers in determining whether or not all the curricular competencies are addressed. In addition, it was discovered that some of the curricular competencies were not listed. Examples include the following:

- Mathematics Curricular Competency: *Use technology to explore Mathematics* (Grades K-5)
- Career Education Curricular Competency: *Recognize the intersection of their personal and digital identities and the potential for both positive and negative consequences* (Grades 4 and 5)

In hindsight, the School realizes that the work AWSNA did in preparing this curricular document trying to demonstrate Waldorf compliance with the new BC Education plan should have been approached differently. AWSNA and KWS should have started with outlining the entire new BC Education Plan and then matched it up with the Waldorf curriculum. Doing so would have clearly shown the School (and the Ministry of Education) whether or not all the curricular competencies are addressed. For instance, a review of the AWSNA document revealed that several curricular areas were not mentioned (curricular competencies relating to technology, digital literacy, connections to First People's principles of learning, and core competencies were not included.) Further, it would have also clearly shown the BC Education Plan's expectation of what students should be learning at each grade level. This is particularly relevant within the Waldorf-based educational context of KWS as some curricular competencies, such as many of those in the Language Arts domain, are taught and assessed over several primary grades, and not specifically by year. Because this competency acquisition is out of sequence with the BC Ed Plan, strategies must be considered to provide evidence that appropriate competencies are either achieved or 'in progress' with a clear objective to meet all required competencies within the primary program. Teachers need to be aware of the appropriate benchmarks by grade and are required to use proficiency scales and BC Performance Standards in both student assessment and progress reporting to ensure parents and students are informed about progress in relation to provincial expectations.

2. Overviews and Unit Plans

Teachers were asked to provide evidence of planning that intentionally lists the B.C. curricular competencies and how they will be delivered during the school year.

The teachers were unable to provide the team with a comprehensive, organized planning document that includes lesson intentions (specific curricular competencies to be addressed as well as the content through which it will be addressed), consideration of the appropriate core competencies, connections to the First People's perspective, and the assessment that will be employed including student self- assessment, teacher initiated formative assessment, and summative assessment (student achievement measured against performance standards).

3. Core Competencies

Teachers were asked to provide evidence of how they were intentionally naming, noticing and connecting the Core Competencies to student learning and how they were providing opportunities for students to develop the ability to set goals and reflect on their learning.

There was no evidence that teachers were intentionally naming, noticing and connecting the core competencies to student learning and that they were providing opportunities for students to develop the ability to set goals and reflect on their learning.

4. First Peoples Principles of Learning

Teachers were asked to provide evidence of how First Peoples Principles of Learning are being incorporated/embedded into each specific grade level.

There was no evidence of how First Peoples Principles of Learning were being incorporated and embedded into the learning program; however, there was some evidence that teachers were sharing Aboriginal stories and culture with students.

B. Assessment

1. Assessment of Curricular Competencies

Teachers were asked to provide evidence that students are being assessed using a wide variety of assessment tools:

- Identify areas of need for students
- Measure competency acquisition
- Evaluate student progress towards meeting provincial learning standards

There was very little evidence of any assessment tools being used in the school. There was evidence that one teacher utilized a screening tool to assess student achievement at the beginning of the school year to identify areas of need. Teachers were unable to provide the Team with any evidence that students are being assessed to measure competency acquisition. Teachers were unable to provide any written account of these assessments or observations. The Team was unable to locate assessment within the student work. There was no evidence of any anecdotal observations of student learning. There was no evidence that student reading fluency and comprehension is being assessed on an on-going basis. The only evidence available that indicated student progress is evaluated with respect to meeting provincial learning standards were the results of Foundation Skills Assessments. Teachers indicated that assessment of learning is done entirely through conversations with students and through review of student work.

While there is some evidence that Quick Scales were utilized in the areas of Numeracy, Writing, Social Responsibility and Healthy Living to communicate student achievement in the June, 2017 report card, there is no evidence that any Quick Scales or Performance standards are being used in the classrooms to assess student work. There was no evidence of formative assessment. Technology related curricular competencies in the area of Digital Literacy and Computational Thinking are not sufficiently and adequately addressed in the School's educational program.

2. Assessment of Core Competencies

Teachers were asked to provide evidence of how students are using self-assessment tools in order to describe themselves as unique individuals in relation to the Core Competencies.

The school was unable to provide any evidence that teachers are utilizing the Core Competency Profiles or that students are using self-assessment tools in relation to the core competencies.

C. Communicating Student Learning

Teachers were asked to provide evidence of how they were communicating student learning with parents in a way that ensures:

- Parents are well informed about their child's progress in relation to the curricular competencies
- Parents are involved in a dialogue about their child's progress and the best ways to support and improve learning
- Students are provided with information that is meaningful to them and helps them to improve their learning

The School provides many opportunities for meaningful dialogue with parents about their child's progress. Parent meetings occur throughout the school year. However, the teachers indicated that parents were provided opportunities to measure their child's progress against teacher expectations and the progress of the other students in the class. There was no evidence that parents receive communication as to how their children perform against provincial standards in these meetings.

Until last June, the School provided parents with anecdotal report cards. These report cards did not provide parents with a summary of their child's achievement against provincial standards. Last June, upon Ministry requirements, the School provided parents with a report card that situated their child on the Quick Scales for: Numeracy, Writing, Social responsibility and Healthy Living. There was no communication to parents about their child's achievement in the area of Reading Comprehension measured against a standard.

Prior to the arrival of the Team, the staff created a "draft" reporting document. It included a performance scale (Emerging, Developing, and Applying). The "draft" report card listed many Waldorf –based learning outcomes but very few curricular competencies. Upon review, this report does not comprehensively communicate to parents their child's progress with respect to the curriculum. Furthermore, while this "draft" report card attempts to address core competencies, practice at the school confirms core competencies are assessed by teachers and then communicated to parents. This is contrary to Ministry of Education requirement that students assess their own progress with respect to core competencies. Furthermore, the Student Progress Reporting Order (October, 2017), Section 1b (iii) and 2b(ii) states that the year-end report card must include "a student self-assessment on core competencies." While it is recognized that the year-end report card has not yet been drafted, the Inspection Team did not see any evidence that students were becoming familiar with the core competencies and practicing

self-assessment on an on-going basis. In fact, the Team did not find any evidence of school-wide, intentional inclusion of self-assessment opportunities.

Commendations

1. The Inspection Team would like to thank the administration and staff of Kelowna Waldorf School for their welcoming posture and willing cooperation during this unannounced inspection visit. They are commended for making the required adjustments on short notice to accommodate the inspectors' two day visit.
2. The School is commended for its successful efforts in developing a true community school. The students and parents clearly feel safe and comfortable. The staff is collaborative and provides a learning atmosphere in which students are nurtured. It is clear from conversations with the principal, teachers and staff that there is a sincere willingness to better understand and implement what is required of them by the Ministry of Education to ensure that KWS is in compliance with Ministry requirements within a Waldorf pedagogical framework.
3. The School is commended for its efforts in beginning to have conversations with local Aboriginal communities to develop a strong relationship between them and the School.

Recommendations:

Planning, Assessment and Reporting are connected. Organized, comprehensive planning will inform assessment tools. Comprehensive and varied assessment leads to reporting that provides students and parents with meaningful feedback and allows for students and parents to understand the best way to support and improve learning.

1. It is recommended that the staff engage in planning that:
 - Is organized as Unit Plans
 - Includes lesson intentions (specific curricular competencies and the specific content thorough which they will be taught)
 - Includes consideration of the core competencies appropriate to the Unit
 - Includes connections to appropriate First Peoples Principles of Learning
 - Contains appropriate and varied assessment tools including self-assessment, formative, and summative assessment.
2. It is recommended that the staff engage in an exercise in which they can provide evidence that ALL curricular competencies have been addressed in their planning.
3. It is recommended that the staff participate in professional development to effectively implement the curriculum. In particular, professional development in the area of meaningful assessment and self-assessment is highly recommended. The staff should take advantage of professional development opportunities provided by the Ministry of Education, FISA, and other organizations in addition to those in the wider context of Waldorf schools and their BC sub-regional umbrella organization (through AWSNA).

4. It is recommended that the staff engage more fully with resources provided on the Ministry of Education website including the Core Competency Profiles and ideas for student reflection and assessment. Teachers need to be intentional in their naming, noticing and connecting learning to the core competencies throughout the course of each day.

Summary

Each independent school has autonomy in how they demonstrate curricular compliance and the Ministry has been non-prescriptive to enable creativity, except for one condition: regardless of educational philosophy and pedagogy, each independent school must be able to demonstrate curricular compliance with the Educational Standards Order and evidence of progress in aligning itself with the modernized concept-based and competency-driven curriculum which includes curricular and core competencies, student self-assessment and reflection, personalization, flexible learning environments, community connections, and intentional inclusion of an Aboriginal perspective.

It is the opinion of the Ministry of Education Inspection Team that Kelowna Waldorf School is currently not able to satisfactorily demonstrate curricular compliance in its K-5 educational program and will require a strong school-wide commitment to address the non-compliance issues. If KWS is not able to provide evidence that its Waldorf-based K-5 educational program meets the requirements of the Educational Standards Order and curricular compliance within a reasonable timeframe, then the Inspection Team recommends to the Ministry of education that it consider the educational program at KWS be reclassified from Group 1 certification to Group 3 certification.

Ministry:

The Inspector of Independent schools has reviewed the above recommendations from the external evaluation team and it is evident that children at the school are well-cared for:

The School is commended for its successful efforts in developing a true community school. The students and parents clearly feel safe and comfortable. The staff is collaborative and provides a learning atmosphere in which students are nurtured.

The 2016/17 School inspection process and subsequent work at the school ensured that the school complied with deficiencies identified during the 2016/17 inspections. However, in May 2017, the Ministry identified a number of deficiencies with the school's reporting practices and recommended a variety of professional development opportunities (through the Ministry, FISA, and other independent school educators and professionals) for the School to participate in and address these deficiencies. Throughout the process, the Ministry emphasized the importance of the school being able to demonstrate it is meeting the Ministry curricular requirements.

During the inspection, the inspection team was unable to conclude with confidence that KWS' educational program met Ministry's curricular requirements. As such, in accordance with Independent School Act Section 4(4)c the Ministry will cancel the School's current Group 1 certificate and issue a Group 3 Certificate of Classification valid from December 1, 2017 to June 30, 2019. As of December 1, 2017, Kelowna Waldorf School, as a Group 3 school, is ineligible

for government funding until such time as confirmation of compliance with Ministry requirements is received and confirmed through further inspection.

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November 30, 2017

Ms Evelyn Debusschere, Principal
Kelowna Waldorf School
429 Collett RD
Kelowna BC V1W 1K6

Dear Ms Debusschere:

Re: Certificate No. 2396360

As stipulated in the letter of November 28, 2017, Kelowna Waldorf School, Kelowna, per the requirements of the *Independent School Act*, is hereby issued the following certification of group classification:

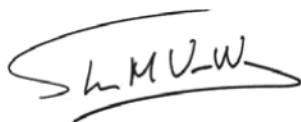
Group 3 (Kindergarten - Grade 5)

The enclosed certificate is valid from December 1, 2017 to June 30, 2019.
Please ensure that the original certificate is clearly displayed in your school.

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

Please contact the Inspector of Independent Schools, at the number listed below, if you have any further questions.

Yours truly,



Theo VandeWeg
Inspector of Independent Schools

pc: Waldorf School Association of Kelowna

Encl.



Ministry of
Education

Ministry of Education
Independent Schools

Certificate of Group Classification

is issued to

Waldorf School Association of Kelowna

for

Kelowna Waldorf School

Group 3 (Kindergarten - Grade 5)

issued under the authority of the *Independent School Act*

Valid to June 30, 2019

Certificate Number: 2396360

Effective Date: December 1, 2017

Inspector of Independent Schools