



Ministry of
Education

June 1, 2018

Re: 2018-19 External Evaluations Inspections

To: each Independent School scheduled for a full external evaluation in the 2018-19 school year

Dear Principal/Head of School,

Your school will be receiving an External Evaluation this coming fall. The Ministry will be creating a schedule and assigning inspection teams over the summer and by mid-August, you will be contacted by your External Evaluation Committee's Chair to finalize details and dates.

To assist with scheduling, please send blackout dates which will not work for your school to EDUC.IndependentSchoolsOffice@gov.bc.ca by June 15, 2018, or we will assume all dates are workable.

Please note that schools are required to have a current Municipal Compliance letter (updated from the previous external evaluation) available at the time of the inspection. The renewal process can be time-consuming and the Ministry advises schools to begin this updating process immediately. A sample letter is available at http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/mun_letter.doc

As part of our ongoing continuous improvement initiatives, we have replaced the **Catalogue of School Data (External Evaluation Catalogue)** document with the request that schools pre-populate the external evaluation committee report (**EEC-R**) template. This gives you the opportunity to describe your school's educational program clearly and in your own words. The absolute latest deadline for submitting your completed EEC-R is September 14, 2018.

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Ministry of Education

Independent Schools
Branch

Mailing Address:
PO BOX 9153 STN PROV GOVT
VICTORIA BC V8W 9H1
Telephone: (250) 387-3711
Facsimile: (250) 953-4908

Location:
620 Superior Street
Victoria BC CANADA
<http://www.bced.gov.bc.ca>

Instructions:

1. Download the EEC-R template from: <https://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/independent-schools/documents>
2. Complete the EEC-R template as soon as possible, in MS Word format
3. Email the completed EEC-R document to EDUC.IndependentSchoolsOffice@gov.bc.ca . In the email subject line, please use the following: <**School Code**> <**School Name**> **EEC-R**

Note: Please email in MS Word format, do not scan or convert to PDF.

For your preparation and planning purposes, the 2018-19 inspections will have the following expectations:

Grades K-9

Schools are required to have developed their own comprehensive curricular compliance documentation/instruments that provide curricular accountability. Inspection teams will be looking for evidence and demonstration that there is both long-term and short-term planning in place for each classroom teacher and/or subject area. In addition, inspectors will be looking for alignment of planning documents with student work, assessment records, assignments, etc. Schools must be prepared to show evidences that:

1. The educational program is planned, both long-term and short-term. (Possibly through Year-at-a-Glance overviews that establish the scope and sequence for the individual Learning Areas and weekly/daily lesson plans).
2. Big Ideas are being demonstrated in planning and classroom practice as a way of ensuring that knowledge and classroom activities lead to understanding (Know, Do, and Understand) in all Learning Areas in each grade.
3. For Learning Areas that are combined and delivered in a cross-curricular or integrated way, supporting documentation/instruments clearly demonstrating that the delivery addresses all elements of the individual curricula.
4. Each grade's planning documents are reflective of:
 - a) First Peoples Principles of Learning being incorporated in teaching strategies, and
 - b) Core Competencies intentionally part of ongoing classroom activities and teaching strategies and leading toward ongoing and summative (teacher-supported) student self-assessment.

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Grade 10

As with initial implementation of K-9 curriculum, the inspection process recognizes that schools will develop their own tools to demonstrate compliance with the new Grade 10 curriculum in a way that suits the school's educational philosophy and program.

Teachers are expected to have developed clear planning tools to ensure the new curriculum is being fully delivered in this first year of implementation (possibly through Year-at-a-Glance overviews broadly outlining scope and sequence planning for each subject area taught.)

Board/Authority Approved courses are required to be developed according to the new BAA Template. BAA courses also require planning documents that delineate scope and sequence. Schools are expected to have revised course templates for any BAA 10 courses being offered prepared for review and final sign-off by inspection chair.

Inspectors will understand that detailed curricular planning (such as unit plans) is going to be in progress at the time of the inspection, but the school's administration is expected to demonstrate they have a clear curriculum implementation plan that ensures that teachers have their course planning well in hand.

The school will be expected to discuss its plans for delivery of the eight credits in the Career Education. This discussion will include the school's scheduling, planning and implementation plans.

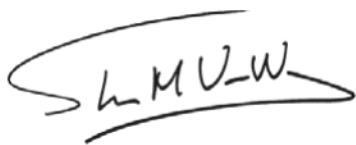
Grades 11-12

In grades 11 and 12, schools may either be using the existing (Grad 2004) curriculum or exploring the new draft 11 and 12 curriculum concurrently. The inspection process will allow for all possible combinations of existing and draft curricula.

For existing curriculum, the expectation is that curricular compliance is demonstrated through the traditional course overviews (using a basic framework of time-line, content, and learning outcome linkage).

If the course offered is exploring the new draft curriculum, then teachers are expected to develop the curricular compliance documentation/instruments in similar fashion as described above for Grade 10 courses.

Sincerely,

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

Theo VandeWeg
Inspector of Independent Schools
TV:mk

June 06, 2018

Dear Ms Sandberg,

As we update our records, we would like to confirm the contact information we have for you.

If you need to update your **School Contact** information (on the **left** side below), please visit:

<http://www.bced.gov.bc.ca/apps/imcl/imclWeb/SchoolUpdateForm.do>

If you need to update your **Authority Contact** information (on the **right** side below), please e-mail me the changes with a Subject of **AUTHORITY CONTACT UPDATE**.

If you need to make updates, please make them promptly. Thank you in advance.

School Contact Information

School Code

04396137

School Name

Queen of All Saints Elementary School

Principal

Ms Joan Sandberg

Phone

604-931-9071

Fax

604-931-9089

E-mail

queenofallsaintsschool@shawcable.com

Address

1405 Como Lake AVE
Coquitlam BC V3J 3P4

Authority Contact Information

Authority Number

117

Authority Name

CIS of Vancouver Archdiocese

Authority Contact

Archbishop J Michael Miller

Phone

604-683-9331

Fax

604-687-6692

E-mail

info@cisva.bc.ca

Address

4885 Saint John Paul II Way
Vancouver BC V5Z 0G3

Sincerely,



Michael Korican, BFA
Independent Schools Program Coordinator

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Stewart, Terry J EDUC:EX

From: EDUC Independent Schools Office EDUC:EX
Sent: June 6, 2018 2:13 PM
To: 'queenofallsaintsschool@shawcable.com'
Subject: 04396137 Upcoming EEC Visit in Fall 2018
Attachments: External Evaluations Guide 2018.pdf; Contact Info.pdf

Dear Ms Sandberg,

Please see the attached letter from the Inspector of Independent Schools.

In addition, please determine if your contact information needs updating.

Sincerely,

Michael Korican, BFA
Program Coordinator

Independent Schools Branch
Teacher Regulation, Independent Schools and Public Libraries Division Ministry of Education

(778) 679-5293

Stewart, Terry J EDUC:EX

From: Joan Sandberg <JSandberg@cisva.bc.ca>
Sent: May 26, 2017 11:33 AM
To: EDUC Independent Schools Office EDUC:EX
Subject: Learning Resource Policy
Attachments: doc20170526113753.pdf

Please see the attached documents regarding the development of an Educational Resource Policy, as required in our monitoring visit.

Sincerely,
Joan Sandberg
Principal
Queen of All Saints School
1405 Como Lake Ave, Coquitlam BC
V3J 3P4



QUEEN OF ALL SAINTS SCHOOL

1405 Como Lake Avenue, Coquitlam, B.C. V3J 3P4

Phone # (604) 931-9071 • Fax # (604) 931-9089

queenofallsaintsschool@shawcable.com • www.queenofallsaintsschool.ca

May 26, 2017

TO WHOM IT MAY CONCERN:

Please accept the attached policy #433 – Learning Resources, developed by the Catholic Independent Schools Vancouver Archdiocese (CISVA). It has been implemented in our school.

Sincerely,

Joan Sandberg
Principal



Rationale

As required by the Ministry of Education, it is the responsibility of the local school authority to set out its policy and procedures followed in determining how learning resources are chosen for use in the classroom. The policy that follows sets out how this is done in CISVA.

Definition

Learning resources are texts, video, software and instructional materials that teachers use to assist students to meet the requirements for learning defined by the Ministry and CISVA.

Policy

Learning resources that are used in the classroom will be evaluated and approved with due consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness and conformance with Church teaching and CISVA's overall mission and purpose.

CISVA requires teachers to utilize core education media that has been formally evaluated before being introduced to the classroom. This evaluation process involves one or more of the following oversights:

- Review by at least two school representatives (teacher, department head, principal, or subject peer group) with three or more years teaching experience within CISVA, preferably in the grade level and subject area for which the resources are to be used.
- At the discretion of the Superintendent's Office to review materials that relate to common learning resources and materials used in CISVA schools
- For learning resources (ie, textbooks, programs, etc.) relating to the provision of Christian education taught in CISVA schools, review by the Superintendent's Office of all core learning resources is required

The evaluation criteria applied in determining suitability for classroom use includes but is not limited to the following:

- Supports and is in conformance with Church teaching, our Catholic worldview and rich intellectual tradition
- Encourages and promotes the full dignity of the human person and responsible citizenship
- Supports the learning objectives of the curriculum
- Assists students in making connections between what they learn in the classroom and its application in their lives
- Is age and developmentally appropriate
- Shows responsible scholarship and effective instructional design
- Meets requirements set by copyright and privacy legislation

Supplemental Materials

There is an expectation of all teaching staff that any supplemental materials introduced for use in the classroom support the above criteria. This includes accessing and using online resources. Teachers have a unique responsibility to ensure that such materials serve and reinforce these objectives.

General School Administration

Learning Resources

Policy 433

It is critical that learning resources be periodically reviewed to ensure continued relevancy to the curriculum being taught.

Appeals

Parents wishing to challenge the use of a particular learning resource used on the basis of appropriateness may take this up with the Principal of the school. Should the issue not be satisfactorily resolved CISVA Policy 302 Major Complaints is to be followed.

<i>Reference</i>	<i>Approved</i> Board of Directors
	<i>Date Approved</i> 2 May 2017
	<i>Date(s) Revised</i>
<i>Cross-reference</i>	



Ministry of
Education

April 4, 2017

School ID: 4396137

Ms Joan Sandberg, Principal
Queen of All Saints Elementary School
1405 Como Lake AVE
Coquitlam, BC V3J 3P4

Dear Ms Sandberg,

On Tuesday, March 28, 2017, Ray Sutton visited your school for a monitoring inspection. The meeting with you provided an opportunity to address the items of the inspection. The administration is to be commended on its preparation for the meeting. The discussion rendered a positive overview of the administrative and student safety procedures, educational program and school facilities.

As discussed during the meeting, please email a letter to the Inspector to this email address: EDUC.independentSchoolsOffice@gov.bc.ca by May 30, 2017, regarding the following item:

- Develop an Educational Resource Policy that defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process (see 4q).

Queen of All Saints Elementary School continues to meet the *Independent School Act* requirements for a Group(s) 1 school.

We wish the school every success as it continues to enable students to become effective citizens in their community.

Sincerely,

Theo VandeWeg
Inspector of Independent Schools


pc: CIS of Vancouver Archdiocese
TV:mk

Ministry of Education

Independent Schools
Branch

Mailing Address:
PO BOX 9153 STN PROV GOVT
VICTORIA BC V8W 9H1
Telephone: (250) 387-3711
Facsimile: (250) 953-3225

Location:
2nd Floor, 620 Superior Street
Victoria BC CANADA
<http://www.bced.gov.bc.ca>

SCHOOL NAME QUEEN OF ALL SAINTS				GROUP 1	SCHOOL NUMBER 04396137	
CITY COQUITLAM			PRINCIPAL JOAN SANDBERG			
SCHOOL AUTHORITY CATHOLIC INDEPENDENT SCHOOLS OF VANCOUVER ARCHDIOCESE					SCHOOL PHONE NUMBER 604-931-9071	
GRADES K TO 7	ELEMENTARY ENROLMENT 233	SECONDARY ENROLMENT	HOME-SCHOOLED STUDENTS	ADULT STUDENTS	INTERNATIONAL STUDENTS 1	TOTAL STUDENTS 233
RECOMMEND CURRENT GROUP CLASSIFICATION: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>						
DATE OF VISIT MARCH 28, 2017		MINISTRY INSPECTOR/ASSISTANT INSPECTOR RAY SUTTON		ATTENDEES JOAN SANDBERG, PRINCIPAL		
PREVIOUS VISIT MAY, 2015		SIGNATURE 		CERTIFICATE EXPIRY DATE: JUNE 30, 2019		

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

Declaration by representative for the school's Authority:

Name: JOAN SANDBERG, position: PRINCIPAL.

All teachers employed at this school are properly certified with current TRB certification and are teaching in their appropriate subject areas (if teaching under an SR or SSR certificate)

☒ Yes ☐ No

All employees of the school working with children and students during the course of their employment have current criminal record checks under the Criminal Record review Act completed through the Ministry of Justice.

☒ Yes ☐ No

1. CHANGES SINCE LAST EXTERNAL EVALUATION/ MONITORING INSPECTION IN:

a) Facilities (Municipal/Regional District compliance?)

No changes

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

No changes

c) Administration structure

No changes

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

N/A

2. MUNICIPAL REQUIREMENTS

- a) Facilities meet municipal/regional codes. (Please note that the Municipal Compliance Letter from the most recent EEC is all that is needed, unless the school has gone through renovations/upgrades/expansion since the last External Evaluation that required municipal inspections or if there were outstanding municipal compliance matters that needed to be resolved.)

Yes ☒ No ☐ Comment: A letter from the City of Coquitlam is available.

- b) Facilities receive regular inspections by local officials.

Yes ☒ No ☐ Comment: Regular inspection from the Fire Marshall. Annual fire and safety equipment servicing. Plumbing, heating, and electrical are checked and repaired as needed. Playground equipment is checked each month. A recent inspection was done in the fall of 2016 by Habitat Play Systems (a playground equipment company).

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

Yes ☒ No ☐ Comment: All are in place, in good repair and visible.

3. STUDENT/SCHOOL SAFETY

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

Yes ☒ No ☐ Comment: Regular inspection from the Fire Marshall. Annual fire and safety equipment servicing. Plumbing, heating, and electrical are checked and repaired as needed. Playground equipment is checked each month. A recent inspection was done in the fall of 2016 by Habitat Play Systems (a playground equipment company). Regular checks are also done by the custodial staff, principal, and monthly work bee parents.

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

Yes ☒ No ☐ Comment: Students are supervised by staff members from 8:30 a.m. to 3:20 p.m. There are additional parent supervisors on the playground during the lunch hour, and from 3:00 to 3:20 p.m. Students who arrive before 8:15 a.m. or who are left after 3:30 p.m. are let into the school to wait in the office area. Two staff members supervise at recess and lunch.

Field trip policy for staff members includes guidelines approved by Youthsafe BC Manual and "Responding to a School Emergency" by SCCBC

- c) Facilities are adequately maintained and clean.

Yes ☒ No ☐ Comment: Daily maintenance and cleaning takes place in the after school hours, by the custodial/janitorial staff (outside firm). More thorough cleaning (waxing of floors, cleaning carpets, etc.) takes place monthly and quarterly by the maintenance staff. A monthly work bee of parents also completes maintenance and cleaning (as needed).

- d) School uses cloth towel dispensers.

Yes ☐ No ☒ Comment: Paper towels dispensers are used in the washroom and sink areas of the school.

- e) NEW for 2016! The school administration has reviewed the recently published best practice guides on information sharing regarding child and youth mental health and substance abuse in BC from the Ministry of Health and the Ministry of Children and Family Development.

Resources:

- [Privacy for Parents and Caregivers Factsheet \(PDF\)](#)
- [Best Practices Guide: Child and Youth \(PDF\)](#)
- [Best Practices Guide: Substance Use \(PDF\)](#)

- [Best Practices for Service Providers: Privacy and Information Sharing \(PDF\)](#)
- [Deputy Minister's Letter to Independent Schools \(PDF\)](#)
- [Information Sharing for Young People Factsheet \(PDF\)](#)

Yes X No ☐ Comment: THESE HAVE BEEN REVIEWED BY THE PRINCIPAL AND SHARED WITH STAFF

- f) If international students enrolled at school: does school have policies in place to ensure that the criteria of the Homestay Guidelines are being met through the student's homestay accommodations? [BC K-12 INTERNATIONAL STUDENT HOMESTAY GUIDELINES - JUNE 2015](#).

Yes X No ☐ Comment: S.22

- g) The school has policies in accordance with the newly updated (September 1, 2016) *Tobacco and Vapour Products Control Act* and "Tobacco and Vapour Products Control Regulation" as these pertain to students not being permitted to smoke or use vapour products on school premises.

Yes X No ☐ Comment: THE PARENT HANDBOOK/SCHOOL POLICY HANDBOOK HAS BEEN UPDATED. The new policies were also distributed to parents through the school newsletter. The staff were made aware during a staff meeting and in the weekly Staff memo.

- h) The school regularly practices safety procedures.

Earthquake drills: Yes X No ☐ Frequency: 5 ANNUALLY

Fire drills: Yes X No ☐ Frequency: 6 ANNUALLY

Lockdown: Yes X No ☐ Frequency: 2 ANNUALLY

Comment: Each classroom area has an "emergency pack", containing student emergency/medical information, and a first aid kit. All safety procedures are reviewed by the staff and drills take place throughout the year. Signage of procedures are posted in each room.

Emergency Response Plan in accordance with

<http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>

Yes X No ☐ Frequency: As noted above. Comment: The school staff have been developing/reviewing the emergency preparedness plan. Each room has an emergency pack/instructions. A parent volunteer in accordance with the administration ensures that the emergency supplies are kept up to date. This includes the emergency shed, with earthquake supplies. The school has an early warning earthquake system installed and this is tested, along with a drill 2 times per year. An "emergency student release" is scheduled for the spring of 2017.

- i) School has developed drinking water testing policy in accordance with the *BC Drinking Water Protection Act* and routinely tests for harmful substances to ensure that students have access to potable water at school. (Note January 2017 e-Board posting for further information.)

Yes X No ☐ Frequency: TESTED IN NOVEMBER, 2016 AND WILL BE COMPLETED ANNUALLY

Especially schools built before the 1989 revision to the BC Plumbing Code (restricting the use of lead in potable water lines) should work with local health authorities to establish water quality evaluation plan as well as to mitigate any risks identified. The plan should include:

- Evaluating and prioritizing facilities based on age and water supply.
- Establishing and carrying out testing of priority facilities.
- Mitigating risks.
- Regularly re-sampling to verify effectiveness.
- Communicating findings.
- Establishing a long-term management plan.

Yes No Frequency: N/A

Comment: The school was built in 1996.

j) **Erase Strategy (or equivalent) training levels the school has participated in include**

	ERASE STRATEGY TRAINING	Staff # trained	dates
Y/N	Level 1 - Preventing Bullying & Ensuring Safe & Caring School Communities	Two	Nov. 2016
	Or equivalent - describe		
Y/N	Level 2 - Basic Threat Risk Assessment		
	Or equivalent - describe		
Y/N	Level 3 - Advanced Threat Risk Assessment (or equivalent)		
	Or equivalent - describe		
Y/N	Other: "Positive Behaviour Report"	All	On going
	describe: A school wide matrix for expectations focused on; "Be safe", "Be responsible", "Be Respectful".		

Comment: The School is working with CISVA to have a minimum of 5-6 teachers with level 1 training, at least two with level two training and at least one with level 3 training by the end of 2017.

4. SCHOOL PHILOSOPHY AND ADMINISTRATION

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

No program in existence or is proposed to promote or foster doctrines (in theory or practice) of:

- i) **Racial or ethnic superiority or persecution,**
- ii) **Religious intolerance or persecution,**
- iii) **Social change through violent means, or**
- iv) **Sedition**

Yes X No ☐

- b) **The school authority has established and implemented a harassment and bullying prevention policy, as per Inspector's Harassment and Bullying Prevention Order (September 7, 2016) requirements, which includes**
- a. **a statement of purpose that provides a rationale for the policy, with a focus on safe, caring and orderly school environments;**
 - b. **reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity;**
 - c. **one or more statements about what is**
 - i. **acceptable behaviour, and**

- ii. unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
- d. one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
- e. a commitment that the authority will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the policy.

Yes X No ☐ Comment: The School has implemented the policy developed by CSISVA

THIS WAS SHARED WITH PARENTS AND STAFF AND WAS INCLUDED IN THE PARENT HANDBOOK/SCHOOL POLICY BOOK IN THE FALL OF 2016.

- c) Authority has maintained 'good standing' with the Registrar of Companies. (Authority filed annual report as required)

Yes X No ☐

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

Yes X No ☐ Comment: THE DOCUMENTS WERE MADE AVAILABLE

Name of Auditor: ERNST AND YOUNG GLOBAL LIMITED

- e) Grants received: (for previous school year) – this data is drawn from society's year-end financial audit for school operations.

Operating Grant \$	880,734	Operating Expenses \$	1,745,673
Special Education Grant \$	113,786	# of students receiving Sp. Ed. Grants	s.22
French Grant \$	THIS WAS NOT RECEIVED UNTIL SEPT. 2016	Expenses related to French Grant	IN 2015-2016 385.33

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

Yes No X

- l) Authority complies with Section 12 (3) & (4) of the *Independent School Act*. (grant must only be used for operating the school and grant may not exceed operational costs)

Yes X No ☐

Documents are available

- m) School has written policies pertaining to:

			Comments:
Student Discipline	Yes x	No <input type="checkbox"/>	<u>PARENT/SCHOOL POLICY HANDBOOK, CISVA 407</u>
Anaphylaxis	Yes x	No <input type="checkbox"/>	<u>PARENT/SCHOOL POLICY HANDBOOK, CISVA 406</u>
Child Abuse Reporting	Yes x	No <input type="checkbox"/>	<u>CISVA 405</u>
Emergency Response Plan	Yes x	No <input type="checkbox"/>	<u>CISVA 418, BC MIN OF ED. GUIDE</u>
Student Records	Yes x	No <input type="checkbox"/>	<u>FISA BC, BC MIN. OF ED.</u>
Appeals	Yes x	No <input type="checkbox"/>	<u>PARENT/SCHOOL POLICY HANDBOOK, CISVA 302</u>
Student Supervision	Yes x	No <input type="checkbox"/>	<u>PARENT/SCHOOL POLICY HANDBOOK, YOUTH SAFE</u>
Anti-bullying programs teaching skills (i.e., in HACE or Planning 10)	Yes x	No <input type="checkbox"/>	<u>PARENT/SCHOOL POLICY HANDBOOK, CISVA 408</u>
Field Trip (Student Safety)	Yes x	No <input type="checkbox"/>	<u>YOUTH SAFE</u>
Protection of Privacy	Yes x	No <input type="checkbox"/>	<u>PIPA</u>
Principal / Teacher Evaluation	Yes x	No <input type="checkbox"/>	<u>CISVA 323,324</u>
Challenge/equivalency (Grad program)	Yes x	No <input type="checkbox"/>	<u>N/A</u>
School Completion (if Special Education)	Yes x	No <input type="checkbox"/>	<u>N/A</u>

- n) School's contact information is current on Ministry website (up to date principal info, etc.) Yes X No ☐

- o) Policies, procedures, drills ensuring safety of students using school provided transportation Yes X No ☐

- p) The school has put in place an Educational Resource Policy which defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process. NOTE: FISA is developing a policy template for schools as resource. Compliance deadline is May 30, 2017.
Yes ☐ No ☒

Comment: The School is waiting for the policy template from FISA and will comply by May 30, 2017

5. EDUCATIONAL PROGRAM

a)

Instructional Staff	Teachers	Assistants
Headcount	15	9
FTE	12.6	8.2

- i) Principal and teachers hold valid BC certification (TRB), and have proper assignments (check whether SSR and SR certified teachers are assigned appropriately).

Yes ☒ No ☐

- ii) Copies of current valid teaching certificates or, alternatively, proof of current TRB certification (from TRB website) are on file at school.

Yes ☒ No ☐

- iii) Teaching certificate is in progress.

Yes ☐ No ☐ Comment: N/A

COQ: N/A

ISTC: N/A

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

Yes ☒ No ☐ Comment: DOCUMENT WERE AVAILABLE

- v) Staff turnover since last inspection/monitoring visit:

Yes ☒ No ☐ Comment: Two new teachers to replace one transfer and one retiree.

b) Student Records:

- i) School using MyEdBC or similar electronic record keeping Yes ☒ No ☐

Comment: QAS uses Maplewood

- ii) Permanent Student Records

Permanent Record Form 1704 (complete and up-to-date) Yes ☒ No ☐

Copies of at least two of the most recent years of student progress reports Yes ☒ No ☐

If applicable - inclusions to support medical alerts, legal alerts, support services information Yes ☒ No ☐

IEP's/CMP's Yes ☒ No ☐

Registered homeschooled children N/A

- ii) Additional Student Record Items:

Legal name (photocopy of birth certificate)	Yes X	No <input type="checkbox"/>
Allergies and other health concerns	Yes X	No <input type="checkbox"/>
Emergency contact numbers	Yes X	No <input type="checkbox"/>
Doctor's name and contact information	Yes X	No <input type="checkbox"/>
Care Card number (optional)	Yes X	No <input type="checkbox"/>
Official names of parents/guardians with home and work contact information	Yes X	No <input type="checkbox"/>
Verification that parent/guardian is legally in Canada and ordinarily resident in British Columbia	Yes X	No <input type="checkbox"/>
- Also for children registered as homeschoolers. N/A		

- iii) Student records are at all times stored in a manner that ensures preservation in case of fire, theft, or disaster. Note that some schools only update records and store these properly at the end of the school year. Records must be stored properly at all times during the school year.
Yes X No ☐

- iv) Verification of International Students' legal presence in Canada in student record: Yes X No ☐

c) Curriculum

- i) Educational program continues to be in compliance with the Educational Standards Order Requirements (850 hours of instruction annually).

Yes X No ☐ Comment: HOURS OF ANNUAL INSTRUCTION: 911.83

- ii) Daily Physical Activity – carried out as per requirements and reported in K-9 as part of Physical and Health Education; 10-12 is still reported separately on progress reports.

Yes X No ☐

- iii) School is in process of developing curricular compliance documentation/instruments Yes X No ☐

- iv) The school administration is managing the process, providing teacher pro-D and is promoting the development of Unit planning as a vehicle to demonstrate curricular compliance. Yes X No ☐

- v) K-9 Program - Documentation includes time lines delineating scope & sequence for the year. Yes X No ☐

- vi) Graduation Program :

- a. required courses N/A
b. electives N/A

- vii) Board/Authority Authorized Courses:

- BAA Course Form submitted? N/A
- Consecutive BAA courses differentiated? N/A
- BAA course developed according to Ministry BAA template? N/A

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

Yes X No ☐ Comment: The school employs two Learning Resource teachers. Both are .8 FTE. The school employs 9 Educational Assistants, five are 1.0 FTE and four are .8 FTE. All primary classrooms have an EA in the room. The intermediate classrooms share EAs. Funded students are supported by EAs and the amount of time varies according to their needs. The school contracts out SLP services as needed. Children who required LR services are referred by the classroom teacher. Parents are informed and give their consent when a child is referred to LR. Support services may take place in the classroom setting or in a pull-out setting. IEP meetings are held for each funded student or those who receive more intense service, a least 2 times per year. Parents, teachers, and other support professionals are invited to attend the meetings and offer input. Services are aligned according to the student's needs.

A variety of assessment tools and testing is used. A psychologist is contracted for psycho-educational testing, if needed. The school-based team (both LR teachers and the Principal) meet monthly with the classroom teachers to review and discuss needs. An RTI model is used in our discussions and referrals.

ii) Has the school developed a special education policy that includes services for high incidence special needs students?

Yes ☒ No ☐ Comment: SEE ABOVE

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

Yes ☒ No ☐ Comment: SEE ABOVE

iv) Special Needs budget:

Yes ☒ No ☐ Comment: THE MAJORITY OF THE BUDGET GOES TOWARDS SALARIES AND BENEFITS OF SPECIAL EDUCATION SUPPORT STAFF (EAS) AND LR TEACHERS. OTHER AREAS GO TO SUPPORT SERVICES (AS STATED ABOVE), TESTING, PROFESSIONAL DEVELOPMENT, AND THE PURCHASE OF RELATED MATERIALS AND SUPPLIES.

v) Student's IEP aligns diagnostics and services:

Yes ☒ No ☐ Comment: SEE ABOVE

vi) Does the school provide Learning Assistance programs? Yes ☒ No ☐

vii) Did the school report K/P/Q/R categories on 1701 last year? Yes ☒ No ☐

viii) Has the school reported K/P/Q/R on 1701 this year? Yes ☒ No ☐

e) Provincial Assessment (as applicable)

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

Yes ☒ No ☐

Grade 4 ☒

Grade 7 ☒

ii) Describe the school's use of FSA results: We look at the areas of strengths and weakness over the years to determine areas of focus for teaching, and school goals.

iii) Provincial examinations.

Grade 10: N/A

Grade 11: N/A

Grade 12: N/A

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

Yes ☒ No ☐ Comment: Reporting takes place five times per year. In the fall, parent-teacher conferences are conducted. In January, student-led conferences are held. Three formal reporting periods take place in December, March, and June. The reports include anecdotal comments on the core competencies, both teacher and student self-assessment. The rest of the report includes a check-list assessing the curricular competencies and comments regarding the subject areas. Letter grades will be reported on the June report card, for grades 4 to 7.

TRB RESPONSE FILE AVAILABLE? Yes ☒ No ☐

OFFICE FOLLOW-UP INFORMATION (COMPLETED BY MINISTRY STAFF or REPRESENTATIVE)

Yes ☒ No ☐ Due Date APRIL 1 (STATUTORY); MAY 30 (POLICY), 2017, OR AS OTHERWISE NOTED

RECOMMENDATION:

1. **Ministry expectation is that 2 staff members have current (last 2 years) level 1 and 2 ERASE training. Strongly recommended that the school also enrolls in level 3 Erase training this school year (See 3j).**

POLICY ITEM (due May 30, 2017)

1. **Develop an Educational Resource Policy which defines the process and procedure for selecting and removing learning resources, including a mechanism to deal with challenges/appeals to the selection process (see 4q).**

Stewart, Terry J EDUC:EX

From: Korican, Michael EDUC:EX on behalf of EDUC Independent Schools Office EDUC:EX
Sent: April 4, 2017 2:34 PM
To: 'queenofallsaintsschool@shawcable.com'
Cc: 'info@cisva.bc.ca'
Subject: Queen of All Saints Elementary School Mon. Follow-up 4396137
Attachments: Queen of All Saints Elementary School Mon. Follow-up 4396137.pdf; Queen of All Saints Elementary School Mon. Report 4396137.pdf

For your action.

Michael Korican, BFA
Program Coordinator

Independent Schools and International Education Branch
International Education, Independent Schools and Partner Relations Division
Ministry of Education

(778) 679-5293



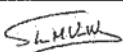
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Ministry of Education

Office of the Inspector of
Independent Schools

GROUP 1 AND 2
MONITORING INSPECTION
SCHOOL YEAR 2014-2015

No Issues

SCHOOL NAME: QUEEN OF ALL SAINTS ELEMENTARY SCHOOL				GROUP 1	SCHOOL NUMBER 4396137	
CITY COQUITLAM, BC			PRINCIPAL JOAN SANDBERG			
SCHOOL AUTHORITY CISVA				SCHOOL PHONE NUMBER 604-931-9071		
GRADES K-7	ELEMENTARY ENROLMENT 234	SECONDARY ENROLMENT	HOME-SCHOOLED STUDENTS		TOTAL STUDENTS 383	INTERNATIONAL STUDENTS 2
RECOMMEND CURRENT GROUP CLASSIFICATION: YES <input type="checkbox"/> NO <input type="checkbox"/> COMMENT: _____						
DATE OF VISIT JUNE 4, 2015		MINISTRY INSPECTOR/ASSISTANT INSPECTOR THEO VANDEWEG		ATTENDEES JOAN SANDBERG - PRINCIPAL		
PREVIOUS VISIT		SIGNATURE 		CERTIFICATE EXPIRY DATE: JUNE 30 2019		

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

1. CHANGES SINCE LAST EE/ MONITORING INSPECTION IN:

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

confirmed

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

confirmed

- c) Administration structure

no change from previous years. Current principal at school for 3 years

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

continued reflection on social, emotional, intellectual, spiritual, and physical needs of students and providing best learning environment to ensure success for all students. School has developed school-wide goals for Reading and Positive Behaviour Support. updated child abuse protocol and provide regular staff training during annual pro-D. updated Student Records Policy (2012).

2. MUNICIPAL REQUIREMENTS

- a) Facilities meet municipal/regional codes.

Yes ☒ No ☐ Comment: _____

- b) Facilities receive regular inspections by local officials.

Yes ☒ No ☐ Comment: _____

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

Yes ☒ No ☐ Comment: _____

3. STUDENT/SCHOOL SAFETY

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

Yes ☒ No ☐ Comment: LOGGED CHECKLIST; PARENT WORKER BEES ON MONTHLY BASIS COMPLETE

ADDITIONAL CHECKS

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

Yes ☒ No ☐ Comment: INCLUDES PARENT PARTICIPATION

Last Revised August 30, 2006

c) Facilities are adequately maintained and clean.

Yes ☒ No ☐ Comment: _____

d) School uses cloth towel dispensers.

Yes ☐ No ☒ Comment: PAPER TOWEL DISPENSERS

e) The school regularly practices safety procedures.

Earthquake drills: Yes ☒ No ☐

Frequency: 5 ANNUALLY

Fire drills: Yes ☒ No ☐

Frequency: 5 ANNUALLY

Lockdown/Emergency Response Plan - Comment:

4. SCHOOL PHILOSOPHY AND ADMINISTRATION

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

No program in existence or is proposed to promote or foster doctrines (in theory or practice) of:

- i) Racial or ethnic superiority or persecution,
- ii) Religious intolerance or persecution,
- iii) Social change through violent means, or
- iv) sedition

Yes ☒ No ☐ Comment: _____

b) Authority has maintained 'good standing' with the Registrar of Companies. (filed annual report as required)

Yes ☒ No ☐ Comment: _____

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

Yes ☒ No ☐ Comment: _____

Name of Auditor: ERNST AND YOUNG

d) Grants received: (for previous school year) – this data is drawn from society's year-end financial audit for school operations.

Operating Grant \$	\$895,177.00	Operating Expenses \$	\$1,583,433.00
Special Education Grant \$	\$90,680.00	# of students receiving Sp. Ed. Grants	S.22
French Grant \$	\$1,072.00	Expenses related to French Grant	\$612.00

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

Yes ☒ No ☐ Comment: _____

f) Authority complies with Section 12 (3) & (4) of the *Independent School Act*. (grant must only be used for operating the school and grant may not exceed operational costs)

Yes ☒ No ☐ Comment: _____

g) School has written policies pertaining to:

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Comments:
Student Discipline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Anaphylaxis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Child Abuse Reporting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Emergency Response Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Student Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Appeals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Student Supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
Bullying prevention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____

Anti-bullying programs at the school teaching skills (i.e., in Health and Career courses or Planning 10)

School has worked with Ophelia Project and its resources, staff has done pro-D in Positive behavior Support. Plans to have representation in ERASE Bullying training next school year.

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	_____
Field Trip (Student Safety)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	_____
Protection of Privacy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	_____
Principal / Teacher Evaluation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	_____
Challenge/equivalency (Grad program)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A
School Completion (if Special Education)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A

- h) School's contact information is current on Ministry website (up to date principal info, etc.)
 i) Policies, procedures, drills ensuring safety of students using school provided transportation

Yes ☒ No ☐ _____
 Yes ☒ No ☐ _____

5. EDUCATIONAL PROGRAM

- a) Instructional Staff Teachers: Assistants:

Headcount	14	9
FTE	11.5	6.2

- i) Principal and teachers hold valid BC certification (TRB), and have proper assignments (check on SSR and SR certified teachers are assigned appropriately).

Yes ☒ No ☐ Comment: CISVA

- ii) Copies of current valid teaching certificates or, alternatively, proof of current TRB certification (from TRB website) are on file at school.

Yes ☒ No ☐ Comment: _____

- iii) Teaching certificate is in progress.

Yes ☐ No ☒ Comment: _____

COQ: _____

ISTC: _____

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

Yes ☒ No ☐ Comment: CISVA

- iv) Staff turnover since last inspection/monitoring visit:

Yes ☒ No ☐ Comment: MINOR

- b) Student Records:

- i) Permanent Student Records

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

IEP's/CMP's

Yes ☒ No ☐

Registered homeschooled children

Yes ☐ No ☒

- ii) Additional Student Record Items:

Legal name (photocopy of birth certificate)

Yes ☒ No ☐

Allergies and other health concerns

Yes ☒ No ☐

Emergency contact numbers

Yes ☒ No ☐

Doctor's name and contact information

Yes ☒ No ☐

Care Card number (optional)

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

- Also for children registered as homeschoolers. N/A

- iii) Student records are at all times stored in a manner that ensures preservation in case of fire, theft, or disaster. Note that some schools only update records and store these properly at the end of the school year. Records must be stored properly at all times during the school year.

Yes ☒ No ☐

iv) Verification of International Students' legal presence in Canada in student record: Yes ☒ No ☐

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

Yes ☒ No ☐ Comment: 934.32 HRS.

ii) Daily Physical Activity – carried out as per requirements and reported separately on progress reports.

Comment: YES

iii) Course Overviews: SCHOOL USES TOOLBOX system from CISVA and is working on new curriculum for experimentation in 2015-16

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

Core Subjects:

K-3 Yes ☒ No ☐ Comment: _____

4-9 Yes ☒ No ☐ Comment: _____

Non-Core Subjects:

K-3 Yes ☒ No ☐ Comment: _____

4-9 Yes ☒ No ☐ Comment: _____

Graduation program N/A

required courses Yes ☐ No ☐ Comment: N/A

electives Yes ☐ No ☐ Comment: N/A

iv) Board/Authority Authorized Courses: N/A

• BAA Course Form submitted? Yes ☐ No ☐ Comment: N/A

• Consecutive BAA courses differentiated? Yes ☐ No ☐ Comment: N/A

• BAA course developed according to Ministry BAA template? Yes ☐ No ☐ Comment: N/A

• BAA course overviews also developed as per requirements? Yes ☐ No ☐ Comment: N/A

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

Yes ☒ No ☐ Comment: _____

ii) Has the school developed a special education policy?

Yes ☒ No ☐ Comment: _____

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

Yes ☒ No ☐ Comment: _____

iv) Special Needs budget:

Yes ☒ No ☐ Comment: _____

v) Student diagnostics, IEP, and services aligned:

Yes ☒ No ☐ Comment: _____

vi) Does the school provide a Learning Assistance program? Yes ☒ No ☐ Comment: _____

vii) Did the school report K/P/Q/R categories on 1701 last year? Yes ☒ No ☐ Comment: _____

viii) Has the school reported K/P/Q/R on 1701 this year? Yes ☒ No ☐ Comment: _____

c) Provincial Assessment (as applicable)

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

Yes ☒ No ☐ Comment: _____

Grade 4 ☒ Grade 7 ☒

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

Used for school wide analysis and program review. Staff has spent more time preparing students for the tests.

iii) Provincial examinations. N/A

Grade 10: _____ Grade 11: _____ Grade 12: _____

Comment on the comparison of school/exam mark: _____

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

Yes ☒ No ☐ Comment: _____

OFFICE FOLLOW-UP INFORMATION (COMPLETED BY MINISTRY STAFF)

Yes ☐ No ☒ None



Ministry of
Education

June 12, 2015

School ID: 4396137

Ms. Joan Sandberg, Principal
Queen of All Saints Elementary School
1405 Como Lake AVE
Coquitlam BC V3J 3P4

Dear Ms. Sandberg,

On Thursday, June 4, 2015, Theo VandeWeg visited your school for a monitoring inspection. The meeting with you provided an opportunity to address the items of the inspection.

The administration is to be commended on its preparation for the meeting. The discussion rendered a positive overview of the administrative and student safety procedures, educational program and school facilities.

Queen of All Saints Elementary School continues to meet the *Independent School Act* requirements for a Group 1 school.

We wish the school every success as it continues to enable students to become effective citizens in their community.

Sincerely,

Theo VandeWeg
Inspector of Independent Schools

pc: Catholic Independent Schools of Vancouver Archdiocese

TV:dt

Thatcher, Donna C EDUC:EX

From: Thatcher, Donna C EDUC:EX on behalf of EDUC Independent Schools Office EDUC:EX
Sent: Friday, June 12, 2015 10:49 AM
To: 'queenofallsaintsschool@shawcable.com'
Cc: 'info@cisva.bc.ca'
Subject: Monitoring Inspection Queen of All Saints Elem School #4396137

Hello

Attached please find correspondence regarding the monitoring inspection for Queen of All Saints Elementary School, school ID 4396137.



Queen of All
Saints Elementar...



Queen of All
Saints Elementar...

If you have any questions, please do not hesitate to contact us.

Regards,

Office of the Inspector of Independent Schools
Knowledge Management & Accountability Division
Ministry of Education
PO Box 9153 Stn Prov Gov
Victoria BC V8W 9H1

Location: 2nd Floor 620 Superior Street Victoria BC V8V 1V2
Phone: (250) 387-3711 Fax: (250) 953-3225

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file

**STUDENT RECORDS REQUIREMENTS AND BEST PRACTICES POLICY
FOR**

Queen of All Saints School

**1405 Como Lake Ave.
Coquitlam, BC V3J 3P4**

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<i>Appendix 3: Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012</i>	
<i>Appendix 4: <u>Child, Family and Community Service Act</u></i>	

Note:

For the purpose of this policy, the *lead administrator* in Queen of All Saints School is the Principal.

Student Records Requirements and Best Practices Policy

May 15, 2013
Queen of All Saints School

Introduction

Independent school authorities are well served by policies and practices regarding student records. Such policies and practices will benefit independent school students, parents, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage.

The legal framework for the development of this Student Records Requirements and Best Practices Policy is provided by section 6.1 of the *Independent School Act*, Sections 9 and 10 of the Independent School Regulation (the Regulation), the Student Records Order (I 1/07) (the Order), and the *Personal Information Protection Act* (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

In addition to the above, the Office of the Inspector of Independent Schools and FISA BC have collaborated in producing the Student Records Requirements and Best Practice Guidelines for Independent Schools. Ministry of Education, June, 2012, which serves as a guide for independent school policy development in this area.

The school authority may add, modify, or remove portions of Queen of All Saints Student Records Requirements and Best Practices Policy when it is considered appropriate to do so, if it is not in conflict with legal requirements and government policy.

Queen of All Saints School is committed to ensuring that student records are handled in accordance with all legal requirements.

Purpose

The purpose of this document is to define policy and to determine procedures for the collection of student information and its storage, use, disclosure, transfer and protection.

1. Policy Statements:

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information.

Queen of All Saints School will:

- 1.1 Ensure that the lead administrator is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- 1.2 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under PIPA.
- 1.3 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
- 1.4 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- 1.5 Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
- 1.6 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the lead administrator or designate.
- 1.7 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- 1.8 Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school authority may be directed to the school's Privacy Officer by calling the school office.

2. Definitions and Student Record Components

2.1 Elements of the Student Record:

- i. The Permanent Student Record (PSR), as defined in the Students Records Order (11/07):
 - a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion; and
 - b. Student Progress Reports for the two most recent years or an official transcript of grades;
- ii. All documents listed as inclusions on Form 1704 (see 2.2 below);
- iii. Form A, verifying the information about the student's parent or guardian in respect of students eligible for funding (see Appendix I);
- iv. A copy of the student's current Student Learning Plan, if any; and
- v. A copy of the student's current Individual Education Plan (IEP), if any.

2.2 Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

- i. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care;
- ii. Court orders as indicated by the legal alert checkbox;
- iii. Other legal documents, e.g. name change or immigration document;
- iv. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- v. Current IEP and/or Case Management Plan (CMP) where applicable; and
- vi. Notification of a student being home schooled.

The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

- i. Records of information which an educator deems relevant and important to the educational program of the student;
- ii. Award information; and
- iii. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.3, viii below).

2.3 Student File

Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

- i. Student eligibility information (required):
 - a. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document;
 - b. Official name(s) of parent(s) or guardian(s) with home and work contact information; and
 - c. Verification that parent/guardian is legally admitted to Canada and a resident of BC (see Appendix I, Form A, used to collect this information);
- ii. Care Card number;
- iii. Emergency contact numbers;
- iv. Doctor's name and contact information;
- v. Previous Student Progress Reports (other than the two most recent years required in the PSR);
- vi. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken);
- vii. Reports of important meetings/discussions relating to the student; and
- viii. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information IF NOT listed as inclusions on the PSR (see section 2.2 above).

2.4 Sensitive Student Information. This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

- i. Psychiatric reports;
- ii. Family assessments;
- iii. Referrals to or reports from school arranged counselling services; or
- iv. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

3. Procedures

3.1 The Principal will be responsible for:

- i. Updating the PSR Form 1704 as information changes and the student progresses through the system;
- ii. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (<https://>) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access; and
- iii. Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

3.2 Student Record and Student File Retention:

- i. Student Records – Active Students
 - a. Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
 - b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
 - c. The lead administrator or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements. *Required inclusions must be listed on the PSR – see section 2.2 above.*
- ii. Student Records – Inactive Students
 - a. Unless another school requests a Student Record (see section 6 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
 - b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the lead administrator or designate.
 - c. The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.
- iii. Student Files – Active Students
 - a. Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
 - b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
 - c. The lead administrator or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.
- iv. Student Files – Inactive Students
 - a. The school authority archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
 - b. The archived Student Records are stored securely and in a manner that ensures their

preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.

- c. The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3.3 Currency of Student Records

Student eligibility information (see Appendix I) will be updated during student registration each year.

As stated above, the lead administrator or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.4 Security of Student Information Off Campus

The lead administrator is responsible for ensuring that personal information taken off campus is safely stored and that personal information is protected.

3.5 Handling of Sensitive Student Information

Access to Sensitive Student Information is restricted to the lead administrator or a person or persons authorized by the lead administrator to access such information defined in section 2.4 of this policy.

The lead administrator or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

Sensitive Student Information will only be disclosed or transferred in accordance with the law.

The lead administrator is responsible for ensuring that school initiated reports under section 14 of the *Child, Family and Community Service Act* are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the lead administrator or designate can access them.

4. Use of Student Personal Information

The school authority may use an individual student's personal information for the following purposes, assuming that the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

- 4.1 To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school authority.
- 4.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.

- 4.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

5. Access to and Disclosure of Student Records

- i. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:
 - a. Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the lead administrator or designate to interpret the records; and
 - b. Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records.

An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.

- ii. Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
- iii. When applicable, graduating students will be provided with interim and/or final transcripts for Grades 10, 11 and 12 courses when graduating, and upon future request of the graduate. Copies will be mailed directly to institutions of higher learning or as requested by the graduate. The school authority reserves the right to assess a reasonable fee for transcript requests.
- iv. In the case of a request for personal student information from separated or divorced parents, the school authority will be guided by the legal custody agreement, a copy of which should be provided to the lead administrator. In cases where the lead administrator is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

6. Transfer of Student Records

- i. On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
- ii. If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).
- iii. Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student

Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.

- iv. The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.
- v. The school authority will not transfer a record of a Section 14 *Child, Family and Community Service Act* report of alleged sexual or physical abuse made to a child protection social worker.
- vi. A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.
- vii. A Student Record will be reviewed when a student transfers. The lead administrator will ensure that the documents listed as inclusions are still required inclusions (eg. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

List of Appendices

- A. Appendix 1: Form A – Status of Parent/Guardian (Admission to Canada and Residency)
- B. Appendix 2: Links to information on Student Record legislation:
 - i) PIPA
 - ii) Independent School Act [RSBC 1996] Chapter 216
 - iii) Independent School Regulation
 - iv) Student Records Order: <http://www.bced.gov.bc.ca/legislation/schoollaw/k/i1-07.pdf>
- C. Appendix 3: Links to Student Record Policy:
Student Records – Requirements and Best Practice Guidelines for Independent Schools, June 2012
- D. Appendix 4: Link to the Child, Family and Community Service Act:
http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01

STATUS OF PARENT/GUARDIAN

(ADMISSION TO CANADA AND RESIDENCY) – FORM A

To be completed and signed by a parent or legal (court-appointed) guardian. If legal guardian, attach a copy of court order appointing you as legal guardian.

(Lawfully Admitted into Canada)

1. I am (*please ✓ one*):

- ☐ A Canadian citizen (please attach a copy of parent's birth certificate or citizenship paper/card).
- ☐ A Permanent Resident (please attach a copy of parent's landed immigrant status paper or Permanent Resident card).
- ☐ Lawfully admitted to Canada under the Immigration and Refugee Protection Act (Canada) with one of the following documents (please mark the appropriate box below and attach a copy of document):
 - ☐ Admission as a refugee or refugee claimant.
 - ☐ Valid student permit for two or more years (or issued for one year but anticipated to be renewed for one or more additional years).
 - ☐ Valid employment authorization (work permit) for two or more years (or issued for one year but anticipated to be renewed for one or more additional years).
 - ☐ A person carrying out official duties under the authority of the Visiting Forces Act or as an accredited diplomatic agent, pre-clearance officer, consular officer or official representative in Canada of a foreign government with a consular post in British Columbia.
 - ☐ Other - document description: (must be cleared with Citizenship and Immigration Canada):

(Residency in British Columbia)

2. I am a resident of British Columbia (*please ✓ one*):

- ☐ Yes Residency address: _____

(Attach a recent copy of a utility bill, mortgage document, rental agreement or tax assessment, etc.)

- ☐ No I am not a resident of British Columbia.

Confirming signatures:

3. Parent/Legal Guardian's name: _____

Parent/Legal Guardian's signature: _____

Date: _____

For Office Use Only:

Proof of Residency: _____
Initials

Date: _____

**QUEEN OF ALL SAINTS SCHOOL**

1405 Como Lake Avenue, Coquitlam, B.C. V3J 3P4

Phone # (604) 931-9071 • Fax # (604) 931-9089

queenofallsaintsschool@shawcable.com • www.queenofallsaintsschool.ca

File

January 23, 2013

Dear Mr. Vandeweg,

I am writing to inform you that Queen of All Saints School has reviewed and updated our Child Abuse and Neglect Policy as required in our External Evaluation Report. It reads as follows:

E. CHILD ABUSE AND NEGLECT POLICY

The CISVA Board of Directors and Queen of All Saints School prohibits and will not condone any form of child abuse, neglect or violence. All school personnel in the CISVA, including Queen of All Saints School will comply with the requirements of the Ministry of Children and Family Development and be familiar with the procedures for reporting suspected child abuse/neglect as outlined in the *"Child, Family, and Community Service Act"* and *"The BC Handbook for Action on Child Abuse and Neglect"* and *"Responding to Child Welfare Concern"* as well as, CISVA Policy #405 – *"Responding to Student Abuse and Neglect."*

Joan Sandberg, Principal of the school am the designated school official. The local Ministry of Children and Family Development office has been contacted by me. The current protocol has been communicated to parents through our parent handbook, located on our school website, and the staff was provided with training and review of the protocol in September, 2012.

Sincerely,

Joan Sandberg
Principal

November 21, 2012

Ms. Joan Sandberg, Principal
Queen of All Saints Elementary School
1405 Como Lake Ave
Coquitlam BC V3J 3P4

Dear Ms. Sandberg:

The External Evaluation Committee, which recently visited Queen of All Saints Elementary School, has now filed its report. A copy of the external evaluation report is enclosed. The school is to be commended on the many positive elements reported on by the Committee. The Inspector or Deputy Inspector will be making a follow-up visit to your school within the next few months and will meet with the principal and board member(s) for discussion of the report and other related matters.

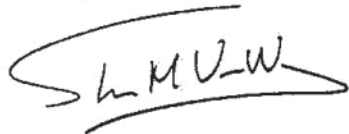
The report includes a policy issue to assist the school in its further development. Please forward a letter to the Inspector of Independent Schools by **February 1, 2013**, verifying how the school plans to address the following:

- review and update child abuse reporting protocol, designate Appointed School official, contact local MCFD office, communicate current protocol to parents and provide current training for staff

All schools must confirm to the Office of the Inspector, by **June 1, 2013**, that they have developed and adopted a student records policy based on the "Student Records: Requirements and Best Practice Guidelines for Independent Schools - June 2012".

Thank you for accommodating and assisting the external evaluation team during their visit to the school. Your hospitality was appreciated.

Sincerely,



Theo VandeWeg
Inspector of Independent Schools

TV/sm
pc: CIS of Vancouver Archdiocese

Enclosure

TV
g
✓

A. School Information

NAME OF SCHOOL Queen of All Saints School	
ADDRESS OF SCHOOL 1405 Como Lake Avenue	SCHOOL MINISTRY CODE 04396137
CITY Coquitlam, BC	POSTAL CODE V3J 3P4
NAME OF SOCIETY/COMPANY Catholic Independent Schools of Vancouver Archdiocese	
GRADE RANGE (of grades offered) K-7	ENROLMENT 231

B. Classification Recommendation

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

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

Grade Levels
K-7

C. External Evaluation Committee (EEC)

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

Name(s)

James W. Beeke

Neal Mutadi

Signature(s)

James W. Beeke

Date of EEC Visit:

October 1-2, 2012

EXTERNAL EVALUATION REPORT
ON
QUEEN OF ALL SAINTS SCHOOL
Coquitlam, BC
OCTOBER 1-2, 2012

INTRODUCTION:

INTRODUCTION

An External Evaluation Committee (EEC), consisting of Neal Mutadi, former school superintendent and James W. Beeke, former Inspector of Independent Schools, was appointed by the Inspector of Independent Schools to visit Queen of All Saints School in Coquitlam, BC (termed the School in this report). **This External Evaluation Committee 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.**

Queen of All Saints School is a K-7 Group 1 independent school operated under the authority of the Catholic Independent Schools: Vancouver Archdiocese (CISVA). The School is located at 1405 Como Lake Avenue, Coquitlam, BC.

The School currently enrolls 231 students (verified October 1, 2012 on-site). No home-schooled children are registered and no international students are enrolled.

The EEC spent Monday, October 1, and Tuesday, October 2, 2012 at the School:

- interviewing the principal
- meeting with teachers and support staff
- visiting classrooms and observing student work
- reviewing curriculum planning and structure including learning outcomes, learning resources and student evaluations, and
- examining school policies, administrative procedures, school files, teacher certification, criminal record checks and school facilities.

A pre-evaluation meeting was held with the principal and teaching staff on Monday morning, October 1, 2012. A post-evaluation meeting took place on Tuesday afternoon, October 2, 2012, with the parish priest, principal and teachers.

The EEC expresses its appreciation to the Board, administration and staff of Queen of All Saints School for the professionalism, hospitality and cooperation shown throughout its visit to the School.

In particular, the EEC is appreciative of the support given to it by the members of the administrative staff in supplying the required information. This enabled the team to complete its mandate in an efficient manner.

SECTION 1 – GENERAL INFORMATION:

Registration #: S-5277 (Society Act)

Registration # verified: Certificate from Registrar of Companies dated December 11, 1997.

Date of last filing of annual report to Registrar of Companies: January 10, 2012

Queen of All Saints School has implemented several program and facility changes since its previous EEC report six years ago; examples include:

- Computer lab upgrade
- Early intervention program implemented
- Extra-curricular opportunities expanded
- Relocation of library to enable it to be adjacent to the computer lab
- Double classroom with a section of the dividing wall removed to provide spacious capacity for full-day Kindergarten
- Construction of a new Parish Centre (on same property; School may use for special events)
- New principal this school year (2012-13)

The School operates under the governance of the Catholic Independent Schools: Vancouver Archdiocese, with its Archbishop as the authority. A local Parish Committee of five elected and two appointed members assists the parish priest in providing local governance of the School under district wide policy. The school principal is responsible to implement and administer CISVA and Parish Committee policies within the School.

The School does not operate any other educational or distributed learning programs in addition to its K-7 program. It does not enrol any international students and does not offer ELL instruction or deliver a DL program. The School does, however, lease school building and playground space to *All Saints Pre-School*, but the pre-school is a separate business that is not owned or operated by the School.

The School operates on a linear calendar with five days in session per week of five hours per day for four days and four and a half hours each Wednesday (half-hour earlier dismissal for students). The current school year includes 181 days in session with 886 instructional hours. In addition to standard school holidays, one School Feast Day is also built into the School calendar.

SECTION 2 - SCHOOL FACILITIES:

Queen of All Saints School is housed in a two-storey building block, wood and stucco construction constructed in 1996. The KG, grade 1 and 2 classrooms, administrative offices, staff room, Music room, gymnasium and kitchen are located on the main floor. Grade 3-7 classrooms, computer lab, library, learning assistance centre and board room are housed on the second floor.

The School contracts with the City of Coquitlam to use playfields at a nearby city park for extra-curricular, after school soccer. Safe walking routines are established and supervised by two teachers. Parents pick up students at the park after practices.

When utilizing other off-site facilities (class trips) teachers and administrators follow prescribed risk management assessments as part of the School's class trip policies.

2.01 The school meets the municipal codes for:

- | | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Y | zoning and building |
| <input type="checkbox"/> Y | fire prevention |
| <input type="checkbox"/> Y | The school has a current* letter from the municipality/regional district** stating that there are no outstanding compliance concerns. |
| <input type="checkbox"/> Y | Alarms, fire extinguishers and safety equipment are and regularly inspected and serviced. |

2.02 Safety drills are carried out regularly:

Drill Type	Frequency of Drill
Earthquake Drill:	6 per year
Fire Drill:	6 per year
Other Drills:	2 Lockdown drills per year
List nature and frequency	One full evacuation practice is held per year

2.03 School facility maintenance and safety:

- ☐ Y School facility is well maintained and is clean
- ☐ Y Maintenance and safety procedures are in place for buildings, school grounds play grounds and perimeter grounds
- ☐ Y School conducts routine safety checks and other school mandated external inspections or reviews

- Letter dated September 28, 2012 from the Development Planning Section: City of Coquitlam indicates no non-compliance related issues regarding building or property.
- Date of last fire equipment inspection was August 24, 2012.
- Detailed summary reports are prepared and filed for the 6 fire drills and 6 earthquake drills conducted per school year.
- 2 lockdown drills are also conducted per year and summative reports generated.
- One full evacuation practice is held per year in which parents come to pick up their children.
- Building is well-maintained, clean and attractively decorated with student work.
- Playground climbing apparatus is inspected for safety every second week and records of inspections are maintained.

SECTION 3 – EDUCATIONAL PHILOSOPHY AND PRACTICE:

Queen of All Saints School describes its philosophy as follows:

The school shares in the mission of the Catholic Church to proclaim and build the Kingdom of God. The school, as a faith community, is committed to excellence in Catholicity and in all areas that promote the development of the whole child to his or her full potential. The school strives to develop Christian leaders, responsible citizens and life-long learners.

The school follows the direction and guidance it receives from the Archbishop of the Vancouver Archdiocese. Parents, as the first educators of their children, must work together with and give their full support to the staff to provide an environment where children can grow in academics and faith.

The School provides an educationally sound program that integrates the Catholic religion and values, and also offers a rich array of extra-curricular options for elementary-aged students.

The School has no current plans of expanding its properties, building, grade levels or programs.

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.

SECTION 4 – SCHOOL ADMINISTRATION

4.01 Administrative Structure

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

4.02 Principal

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

☒ Y The school principal is a BC certified teacher.

The School Principal is provided with due authority to administer the CISVA's and Parish Committee's policies and decisions within the School and to oversee daily administration of the School. She reports to the Parish Committee and her performance is assessed by the CISVA's superintendent's office.

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

4.03 Student Records

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

Form 1704 have attached inclusions:

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

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

- ☐ Y Individual Education Plans (IEP) and Case Management Plans (CMP)
- ☐ Y Education support services, e.g., testing, adjudication requirements
- ☐ N/A Notification of student registered as being homeschooled
- ☐ Y If above Medical and/or Legal inclusions are attached to the 1704 then Medical/Legal Alert checkboxes on 1704 are marked appropriately.

Student Records include the following Additional Required items:

- ☐ Y Copy of verified original birth certificate or other legitimate identification document
- ☐ Y Official names of parents/guardians with home/work contact information
- ☐ Y Parent/guardian information – declaration of being lawfully admitted to Canada and resident in BC (Appendix II of the Student Records: Requirements and Best Practice Guidelines)

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

- ☐ Y Sharing the Policy with the school community
- ☐ Y Protocols for updating Permanent Student Records annually
- ☐ Y Protocols for handling of sensitive information, access and disclosure of information, and transfer and storage of student records.
- ☐ Y The storage of Permanent Student Records ensures safekeeping from fire, theft, etc.

- The School was instructed to report to the Inspector of Independent Schools by June 1, 2013 that it has updated its student records policy to conform with the recently distributed *Student Records: Requirements and Best Practice Guidelines for Independent Schools* (June 2012) document, produced by the Office of the Inspector of Independent Schools in consultation with FISA.
- The School's records were well-organized and meticulously maintained

4.04 Personal Information Protection Act (PIPA)

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

The school has procedures in place to communicate the policy.

4.05 Registered Homeschooled Children and other enrolments

The school offers a homeschooling program,

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

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

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

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

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

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

Number of INAC funded students: NONE.

- The School does not enroll any "non-eligible" students and does not register any home-schooled children.

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

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

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

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

Total Special Education Grant Received: \$ 54,351 (2011-12 school year)

Total number of students with special needs^s: (2011-12 school year)

☐ Y The school receives French Grant. If yes, provide Total French Grant Received:
\$ 1,065

☐ Y The school has completed an annual financial audit

Name of Auditing Company/Firm: *Galloway Botteselle & Company*

4.07 Utilization of Provincial Conditional Grants

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

4.08 Bonding Information (Group 4 schools only)

☐ N Is this school a Group 4 school?

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

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

- Detailed reports are maintained that demonstrate how provincial special education funding is expended.
- For this current school year (2012-13)^{s.22} Special education students are approved for provincial special education funding and ^{s.2} more applications are in process.

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

4.09 Communication

☐ Y Staff meetings are regularly scheduled.

- ☐ Y Parent communication occurs frequently.
- ☐ Y All school policies are available and communicated to staff, students, and parents (handbooks, website postings, etc.).
- ☐ Y The Office of the Inspector's e-Board is monitored regularly.
- ☐ Y Has this responsibility been assigned to a staff member?

4.10 Appeals

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

4.11 Student Discipline

- ☐ Y The school has written discipline policies and procedures.
- ☐ Y Discipline policies and procedures have been communicated to staff, students, and parents.
- The School has plans in place to update the language in some policies and handbooks and to update its website to reflect currency and accessibility of School policies.
 - The School will verify to the Inspector that it has updated its appeal policy to reflect the recently distributed document entitled *Procedural Fairness: Best Practice Guidelines for Independent Schools* (developed by FISA in consultation with the Inspector of Independent Schools).

4.12 Student Supervision

- ☐ Y The school has practices/policies relating to the supervision of students: in or around the school building (before, during and after school).
- ☐ Y The school has practices/policies relating to the supervision of students on field trips.
- ☐ Y These practices/policies have been communicated to teachers, parents, and students.

4.13 Abuse Protocols

- ☐ Y The school has a policy related to the reporting of child abuse.
- ☐ Y The school's policy reflects the procedures described in **The B.C. Handbook for Action on Child Abuse and Neglect** and the Ministry's document entitled, "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
- ☐ N The school has designated an Appointed School Official to fulfill the role described in the "Supporting our Students: A Guide for Independent School Personnel Responding to Child Abuse."
- ☐ N The child abuse policy is communicated to staff and parents.
- ☐ N School staff is trained in relation to this policy.

4.14 Anti-bullying and Harassment Policy

- ☐ Y The school has an anti-bullying and harassment policy.
- ☐ Y The anti-bullying and harassment policy have been communicated to staff, parents and students and have been implemented.
- ☐ Y Does the school's curriculum includes anti-bullying/harassment programs (if applicable, describe in comment box)

The School will inform the Inspector as soon as possible that it has reviewed and updated its child abuse reporting protocol, designated its Appointed School official, contacted its local MCFD office, communicated its current protocol to parents, and provided current training for its staff.

4.15 Emergency Policies/Procedures

- ☐ Y The school has written policies and procedures in place to deal with accidents and medical alert situations and these policies and procedures have been communicated to staff and parents.
- ☐ Y The school has implemented transportation/field trip safety procedures and these policies and procedures have been communicated to staff, students and parents.
- ☐ Y There is staff trained for first aid/emergency situations.

- The school has student safety procedures in place when using rented facilities to fulfill educational program requirements.
- The school has/operates its own bus or bus system. If yes, complete next two items.
- The school has the appropriate bus insurance and is in compliance with regular inspection and maintenance according to the Ministry of Transportation requirements.
- Policies and procedures are in place ensuring the safety of students when using the bus system to transport students to and from school and /or field trips.

- All teachers hold valid first aid certificates.

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

5.01 Teacher Certification and Assignment

Number of full time BC Certified Teachers (includes Principal): 10

Number of part time BC Certified Teachers: 7

Number of teachers with a current Letter of Permission: 0

Number of teachers without BC Certification: 0

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

Number of new Teachers this year: 2

Number of new Teachers last year: 0

- Teachers' personnel files include copies of appropriate and valid BC teaching certificates (BCCT or TRB). [* See NOTE below.]
- Administration verifies that all teachers have current TRB status (see TRB Website).
- Administration tracks CRC renewals/currency for all BC Certified Teachers
- All teachers are appropriately assigned with respect to any certificate restrictions.

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

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

- *School will file copies of Certificates of Qualification (COQs) issued by the Teacher Regulation Branch (TRB) in all teacher files once the COQs are received by teachers
- Six Educational Assistants (EAs) are employed by the School (1 full-time and 5 part-time); two serve as Special Education and four as Classroom Assistants

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

5.02 Support Staff

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

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

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

Number of Teaching Assistants employed:

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

- School maintains clear CRC records with issuance dates for all non-teaching staff and contractors working in the presence of children in the School.

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

5.03 Professional Development

Number of days allotted to professional development:

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

5.04 Teacher and Principal Evaluation

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

☐ Y Teacher and principal evaluations occur according to policy.

SECTION 6 - EDUCATIONAL PROGRAM: CURRICULUM AND INSTRUCTION

6.01 Instructional Time Requirements

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

The EEC confirms the school's actual instructional hours as KG – 856 hours
Gr 1-7 - 886 hours per year.

6.02 Grade Groupings

- The EEC confirms the grade groupings as provided by the school in the Evaluation Catalogue, which are: Kindergarten, Grade 1, 2, 3, 4, 5, 6 and 7.

6.03 Primary Program - Kindergarten to Grade 3

☐ Y DOES THE SCHOOL OFFER PRIMARY GRADES
It offers grades K-3 at the primary level.

School Kindergarten program is:

☐ Y Funded full-day

☐ N Funded half-day

☐ N Funded both full-day and half-day

Required Elements of Course Overviews are:

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

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

- | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S | The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies and Science) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements. |
| S | The EEC confirms that course overviews for <u>Non-Core Courses</u> (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes <i>in accordance with the curriculum organizers in the applicable educational guides</i> are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements. |
| S | The EEC confirms that course overviews for <u>Authority-approved Courses</u> (Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements. |
| N/A | For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class). |
| N/A | For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs. |
| S | Report cards communicate student progress to parents. |
| S | The school meets the requirements for Daily Physical Activity (30 minutes per day) and report out to parents that these requirements have been met. |

The primary program's main focus was to nurture student spiritual, social, emotional, physical, aesthetic and intellectual development.

A positive learning environment was evident in all K-3 grades that the EEC team visited. Students presented themselves well and they were engaged in the planned learning activities. Teacher assistants were provided to further support student learning and development.

Evidences of course planning, short term and long term, were available as required. These plans reflected a significant capturing of data relevant to student ongoing growth and development. Examples included parent inputs, previous instructors' achievement records, self-assessments, formal tests, and observational assessments.

Instructional delivery incorporated cooperative structures and thematic units and projects, including multi-subjects by design. Students were actively engaged in demonstrating their learning in a variety of ways.

The Language Arts program was both literature and theme based. Efforts to introduce students to a variety of literary styles, was evident. The EEC commends the staff for their passion, commitment and efforts to make learning relevant. In particular, the team noted efforts expended to promote literacy through creative writing, editing and journalizing.

Manipulatives formed an integral part of Math instruction. A variety of instructional tasks were used to engage students in learning. Instruction reflected consideration of students' needs and competency levels. IEPs were used, where appropriate.

Science and Social Studies were taught using a thematic and project approach. Resources for both subject areas supported student learning and they included such items as: learning centers, texts, and library references and materials. In Science, learning centers were used to promote observation, inquiry and investigation.

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

6.04 Intermediate Program

☐ Y DOES THE SCHOOL OFFER INTERMEDIATE GRADES

The school's intermediate grades are 4-7.

Required Elements of Course Overviews are:

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

Program	*Program	
1, Grades:	2, Grades:	*fill in Program 2 only if intermediate program is divided into 2 distinct programs. (e.g. Program 1: grades 4-7 and Program 2: grades 8-9)
<input type="text" value="4-7"/>	<input type="text"/>	

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

S		The EEC confirms that course overviews for <u>Core Courses</u> (Language Arts/English, Mathematics, Social Studies, Science and second language instruction [grades 5-8]) provide evidence that Ministry prescribed learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
S		The EEC confirms that course overviews for <u>Non-Core Courses</u> (Physical Education, Fine Arts, and Health and Career Education) provide evidence that Ministry prescribed learning outcomes or Authority approved learning outcomes <i>in accordance with curriculum organizers in the applicable educational guides</i> are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
S		The EEC confirms that course overviews for any additional <u>Authority-approved Courses</u> (locally developed courses such as Religious Studies, etc.) provide evidence that authority-approved learning outcomes are being met as required (Educational Standards Order Section 4 (4,5) and include the required elements.
N/A		For multi-graded classrooms, the school provides clear indication how the Ministry prescribed learning outcomes and student assessment are addressed at different grade levels and over the required number of years (correlated to the number of grades in one class).
N/A		For subjects where the curriculum delivery is integrated into other school subjects, course overviews are developed and include the required elements and show how and where this integration occurs.
S		Report cards communicate student progress to parents.
S		The school meets the requirements for Daily Physical Activity (30 minutes per day in grades 4-7 and reports out to parents separately on report cards that these requirements have been met.
N/A		If grade 8-9 students are choosing to meet the weekly requirements, the school has implemented a tracking system to ensure that these weekly DPA requirements are met.

The intermediate program is well-organized. Instructional planning and delivery demonstrated consideration of student learning needs and levels. Efforts are expended by staff to create a learning environment that promoted inquiry and active participation in the planned activities. Thematic instructional units, projects and individual assignments were integral parts of short and long term planning.

The course content, assessment and achievement indicators for Language Arts were being met through careful planning and delivery. Students are profiled early in the school year using data drawn from parents, self assessments (such as "My Life" assignments), standardized tests, observations, records of evaluation and learning achievement from previous years.

In Mathematics, instructional planning and delivery were observed to be consistent with Ministry guidelines and expectations. Social Studies and Science lesson planning incorporated thematic units, cooperative structures, learning centers and other creative ways of demonstrating learning and achievement.

The school library and computer center offered relevant resources that supported student learning and development. Teacher assistants and the learning assistance program provided meaningful support to learners relevant to their specific needs.

A rich array of Fine Arts activities were incorporated into curricular planning and delivery. Drama and Art were offered by classroom teachers; Music was taught by a specialist.

Assessment and evaluation practices were observed to be multi-dimensional and student achievement indicators based on balanced data.

Teachers invited parents to "introduce his/her/their child/ren" and to comment on strengths, growth areas and specific needs or observations. Teachers report to parents regularly on student achievement, program goals, instructional strategies, support activities and homework assistance strategies.

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

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

6.05 Standardized Assessment Results (Foundation Skills Assessment – FSA)

Grade 4: %

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

☒ Y FSA results are used to enhance student learning. This is in addition to a rich array of assessment data that are collected overtime.

☐ Y FSA results are reported to parents.

Grade 7: %

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

☐ Y FSA results are used to enhance student learning. Teachers use observational, self and peer assessments in addition to other paper/pencil, projects and essays to enrich data collected on student achievement.

☐ Y FSA results are reported to parents.

Teachers use multi-dimensional assessment practices and data along with provincial assessments (FSA) to plan for student growth goals and plans.

6.06 2004 Graduation Program (Grades 10 to 12)

☐ N DOES THE SCHOOL OFFER THE GRADUATION PROGRAM

6.09 and 6.10 Special Education Programs and Diagnostic Referral Services

☐ Y DOES THE SCHOOL OFFER SPECIAL EDUCATION PROGRAMS

- Learning Assistance and teacher assistants offer valuable service to students identified and placed on IEPs.

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

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

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

The school reviews the IEP 3 times per year.

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

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

- ☐ Y School has on file Parent/Guardian Confirmation forms for all funded students
- ☐ Y The Special Education program provides links with the student's IEPs and the program offered by the school.
- ☐ N/A The school has a School Completion Certificate (Evergreen Certificate) Policy/Program.
- ☐ Y The school has a student referral (for additional services) process in place.
- ☐ Y The school has procedures (assessment instruments and resources) in place to diagnose learning problems.

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

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

6.12 Library Resources and Access

- ☐ Y Students have access to library resources/facilities.
The school librarian is also involved in teaching French language to all grades.

6.13 Computer Utilization for Instructional Purposes

- ☐ Y Computers are used for instruction and administration purposes.

The school leased fifteen iPads for student and teacher use for a three year term. There was excitement regarding the prospect of increasing student use of technology to support learning. This is in addition to the computer lab that is also used by students on regular basis.

6.14 Curriculum Implementation and Review

- ☐ Y Curriculum review and implementation occurs.
- The new principal discussed plans to further engage staff in ongoing improvement of curriculum and its implementation.

6.15 Student Counselling and Guidance Services

Y

Personal, academic and/or vocational counselling is provided.

In relation to career counselling, parents are invited to speak to entire classes about their vocation/profession/work. Students are required to write a brief essay on what they heard. In some instances, students are required to research the topic in order to enhance their understanding.

- Individual counselling is offered to students by classroom teachers. Where necessary, referrals are made to the specialists through the CISVA office.

6.16 Additional Activities:

For a small school, the staff is working hard to provide a significant number of co-curricular and extra-curricular offerings. The EEC commends the staff on their professionalism, selfless giving and dedication to their students. The Team also commends staff efforts to reach out to the community and to model love, caring and giving.

7.0 REPORT SUMMARY:

COMMENDATIONS:

The EEC commends the School for its:

1. Healthy student learning environment: one that radiates mutual respect and care for all and produces students who are happy to be at the School and pleasantly on task.
2. Positive, religious emphasis: one that implements your catholic faith, desired moral values throughout school day.
3. Healthy variety of meaningful student assessment.
4. Rich extra –curricular program: one that offers a significant choices to elementary-aged students and displays the commitment and dedication of teachers.
5. Positive spirit of servant leadership from administration with skilled office staff that radiates care for school and administrative detail.

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:

1. Informing the Inspector as soon as possible, but not later than February 1, 2013 that it has reviewed and updated its child abuse reporting protocol, designated its Appointed School official, contacted its local MCFD office, communicated its current protocol to parents and provided current training for its staff.
2. Informing the Inspector by June 1, 2013 that it has developed and implemented an updated student records policy based on the recently issued *Student Records: Requirements and Best Practice Guidelines for Independent Schools* produced by the Office of the Inspector of Independent Schools in consultation with FISA.

STATUTORY REQUIREMENTS:

The EEC concludes that Queen of All Saints School has met all the statutory requirements.

8.0 SUMMATIVE RECOMMENDATION:

It is the opinion of the External Evaluation Committee that Queen of All Saints 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.

9.0 APPENDICES:

None.

Ministry School No 04396137		School Name Queen of All Saints School	
School Address (Location) 1405 Como Lake Avenue			
School Address (Mailing) 1405 Como Lake Avenue		Website Address: www.queenofallsaintsschool.ca	
City/Town Coquitlam		Postal Code V3J 3P4	
Principal's Name Joan Sandberg	<input checked="" type="checkbox"/> if new to school this year	E-Mail jsanderg@cisva.bc.ca	
Current Group Classification and Cert. Expiry Date 1 June 30, 2013		School Phone 604-931-9071	School Fax 604-931-9089
School in Continuous Existence Since (Month/Year) November/1996		School Affiliation (if applicable) C.I.S.V.A.	
Name of School Authority All Saints Parish			

STUDENT ENROLMENT								
A) Elementary (do not include pre-school)								
Kinder- garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Total (A)
28	28	28	28	30	30	28	30	230
B) Secondary								
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total (B)			
Total of A & B Enrolment: (must be ten or more)								230

Total Registered Homeschool Learners	0
---------------------------------------------------	---

The undersigned hereby certifies that the information in this Evaluation Catalogue is, to the best of his/her knowledge and understanding, complete and correct. The Declaration and the answers provided throughout the Evaluation Catalogue reflect the current status of the programs, operations, administration and staffing of the school.

Principal's Signature: Joan Sandberg _____

Date: September 6, 2012 _____

FOR MINISTRY USE ONLY
emailed to Chair
SEP 24 2012

DATE RECEIVED

Please Note:

Completion of this evaluation catalogue is required from Independent Schools prior to an External Evaluation and constitutes application for Group 1, Group 2, or Group 4 classification, or reclassification.

- 1) The evaluation catalogue is provided in MS-Word 97-2003 for Windows. Please ensure that you maintain the same font (Verdana 11), format, section breaks, numbering, tables, headers, and footers.
- 2) The evaluation catalogue and appendices can be downloaded from the Independent Schools website at: http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm.
- 3) The evaluation catalogue is designed to give the External Evaluation Committee factual information that is an up-to-date summary of the philosophy, administration, curriculum, facilities, resources and equipment in the school.

WHEN DOCUMENT IS COMPLETED:

Please make one copy for your school's records and **email** the completed document to:

Office of the Inspector of Independent Schools:
EDUC.independentSchoolsOffice@gov.bc.ca

Upon submitting this information I, the authority or authorized representative, solemnly declare that the information in this document is accurate, current and complete.

****DEADLINE****
FRIDAY, SEPTEMBER 7, 2012

Do not mail the Catalogue as in previous years

COMPLETION OF THE CATALOGUE:

Please note: The catalogue has been updated.

Due to formatting changes, note the following:

- **Where there are brackets, respond within the brackets.**
- **Where there are Yes and No, check boxes.**
- **The amount of space provided for answers is not necessarily an indication of the length of the response required.**

Section 1 – General Information

1.01 Update Report

Outline the changes or improvements that have been made in programs, resources/equipment, and facilities, since the last external evaluation took place. Have any of these changes been made in response to external evaluation or monitoring inspection statutory requirements or policy issues? Explain.

a. Program changes

- Since the last inspection, the following programme changes have been implemented:
- Math Makes Sense in Gr. K-6
- RAD in 1-7
- Computer lab has recently been upgraded
- Early Intervention Program (May/June, 2012)
- Extracurricular opportunities such as choir, more sports and clubs for students to participate in have been added.

b. Facility changes

- The school building itself has not changed since the last report. However, the parish has recently completed the construction of a new Parish Center, which opened in June of 2012, located on the Northern end of the school property.

In 2010, the music room and library switched spaces. This enabled the library to be adjacent to the computer lab. For the 2011/2012 school year, an opening was created between two classrooms on the lower floor to create a Kindergarten center to accommodate Full Day Kindergarten.

c. Authority/Administrative Structure Changes

- The Parish Education Committee hired a new principal, Joan Sandberg, who will commence duties on September 1, 2012. The school no longer employs a vice-principal but instead appoints "teacher-in-charge" who assist the principal in the running and administration of the school when the principal is off-site.

d. Change in staffing and student enrolment since the last external evaluation inspection:

- Last external evaluation year: (2006)

No. of Teachers: (15)

No. of Students: (265)

- Current Year: (2012)

No. of Teachers: (14)

No. of Students: (230)

1.02 School Authority

- a. Describe how the authority and/or the school board (where applicable) exercises its governance duties.
- As a member of the Catholic Independent Schools of the Vancouver Archdiocese (CISVA), we are administered locally by a Parish Education Committee. The Parish Education Committee, which is composed of five elected members and two appointed members, assists the Pastor in carrying out such responsibilities as preparing the annual budget for the operation of the school, hiring of teachers, renewal of teacher contracts, keeping financial records, looking after the maintenance and cleaning of the school building and grounds and formulating policies regarding school feed, student admissions, etc.
- b. Official Registration Number: (S 5277)
- Check one of the following:
- ☒ Under the *Society Act*
☐ Under the *Companies Act*
- c. With an Order in Council Date of last Annual Report: (Month/Date/Year) (January 10, 2012)
- d. Has the Authority registered a Business ID with BCeID ☒ Yes ☐ No

1.03 Additional Programs

- a. Does the school operate any educational programs in addition to its Kindergarten – Grade 12 program (e.g., pre-school, adult education, etc.)?
- ☐ Yes ☒ No
- If yes, describe:
- b. Does the School's Authority have an Agreement with the Ministry to offer instruction by means of Distributed Learning (DL)? ☐ Yes ☒ No
- in a Kindergarten to Grade 9 program ☐ Yes ☐ No
- Courses offered in Grades 10, 11 and 12 ☐ Yes ☐ No
- c. Are there any students in grade 10 – 12 from this school who are also enrolled in a course (or courses) offered by means of distributed learning (DL) through another Board or Authority? ☐ Yes ☒ No
- If yes, describe:
-
- d. Does the school offer an ESL program? ☐ Yes ☒ No
- e. Does the school enroll international students? ☐ Yes ☒ No

Section 2 – School Facilities

2.01 School Building

- a. Year that original building was constructed: (1996)
- b. Year(s) of building addition(s): (2000)
A two level classroom addition was constructed on the north side of the school building.
- c. Does this school meet all current municipal/regional district codes*, regarding zoning, building, fire prevention, and health?
- ☒ Yes ☐ No If no, explain.
-
- d. Date of last inspection(s): (Month/Date/Year) (08/24/12) Fire System
(06/14/12) Elevator Maintenance
- e. Do school files contain current documented evidence that the school facilities comply with municipal/regional district requirements* for special purposes?
- ☒ Yes ☐ No If no, explain.
-

[Attach a **COPY** of a letter from the municipality/regional district* to the back of this evaluation catalogue confirming that there are no compliance-related concerns regarding the school facility and property.]

Note: A recent copy of an occupancy permit or equivalent is only required if the school has constructed a new building, building addition, or completed substantial building changes.]

- f. Name of Municipality:
- Coquitlam
- g. Name of Regional District:
- Tricities

h

*Note: For aboriginal on-reserve schools, equivalent Department of Indian Affairs and Northern Development (DIAND) or architect approval is acceptable.

2.02 School Building and Grounds

- a. Describe or attach a sketch of the building and grounds, showing the building size, number of classrooms, specialized facilities, playing fields, equipment and size of school property.

Queen of All Saints School is located at 1405 Como Lake Avenue, Coquitlam, B.C. It is a two storey building constructed out of concrete blocks, wood, and stucco exterior. Built in 1996, it is one of the newer school buildings in the CISVA. (see included maps/diagrams for the layout of the school, playground, and parking)

The main floor houses the administration offices, staff room, classrooms, and a room used by the parish pre-school room. Also the music room is currently located on the main floor, and access to the gymnasium and kitchen area.

The second floor houses classrooms, school computer lab, library, Learning Assistance Center, and boardroom.

The gymnasium is located west of the Administrative Office. There are two washrooms and two change rooms for students in the gym, as well as a coach's office and a kitchen which is frequently used by parish groups to host large functions.

2.03 Maintenance and Safety

- a. Describe procedures employed for building and grounds maintenance, and routine safety checks.
 - A member of the Parish Education Committee is assigned to co-ordinate the work of maintenance and repair. School staff requests service by submitting a form to the Principal and the Parish Education Committee for approval.
 - The school contracts a janitorial company that cleans the school nightly. There is one custodian, employed by the Parish, who does janitorial work in other parts of the building and other general work around the compound such as debris and snow removal.
 - Depending on the type and involvement, repairs would be done by the custodian or by tradesmen ordered through the School Office. Parents also take part in maintenance through the Work Bee, particularly in the annual cleaning of all classrooms and landscaping around the school compound.

Section 3 – Educational Philosophy and Practice

3.01 Declaration

The school complies with Section 1 of the Schedule of the *Independent School Act*, which requires that:

- a) *no program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of*
 - i) racial or ethnic superiority or persecution,
 - ii) religious intolerance or persecution,
 - iii) social change through violent action, or,
 - iv) sedition.
- b) *the independent school facilities comply with the enactments of British Columbia and the*

municipality or regional district in which the facilities are located, and,

- c) *the authority complies with the Independent School Act and its regulations.*

The school has established an educational program for the current school year that complies with the instructional goals, time and program requirements determined by the Minister, as specified in the Educational Standards Order.

The school complies with all of the above declaration: ☒ Yes ☐ No

3.02 Educational Philosophy, Objectives and Special Features of the School

- a. Describe the educational philosophy, objectives and special features of the school, relating them to the curriculum, pedagogy, policies and procedures.

- Mission statement: The school shares in the mission of the Catholic Church to proclaim and build the Kingdom of God. The school, as a faith community, is committed to excellence in Catholicity and in all areas that promote the development of the whole child to his or her full potential. The school strives to develop Christian leaders, responsible citizens and life-long learners.

The school follows the direction and guidance it receives from the Archbishop of the Vancouver Archdiocese. Parents, as the first educators of their children, must work together with and give their full support to the staff to provide an environment where children can grow in academics and faith.

3.03 Future School Plans

- b. Describe future school plans. Include any planned construction, program or grade level additions.

- There are currently no plans for school expansion at this time. The school and church has undergone tremendous changes in the past few years with the new school building and the new Parish Center.

Section 4 – School Administration

4.01 Administrative Structure

- c. Provide a brief description of the administrative structure within the school and key administration responsibilities.
- The school is administered by the principal who is assisted in the office by a full-time secretary. In the absence of the principal, a teacher is designated as in charge.
 - The principal is responsible for dealing with curriculum, budget, discipline, and personnel.
 - The Pastor and PEC in consultation with the principal deal with policy, budget, and admission issues.
 - The secretaries (one full time/one part-time) deal with attendance, records, typing and other duties as assigned by the principal.
 - The full time secretary/bookkeeper deals with the financial records of the school.

4.02 Principal

- a. Years the current principal has been:
- a teacher: s.22
 - an administrator: s.22
 - an administrator in this school: (0)
 - Percentage of time the principal has for administrative duties: (97%)
- b. Is the percentage of time sufficient to fulfill administrative duties?
- x Yes ☐ No
- If No, describe:
-
- c. Type of certificate held by principal (include issue or expiry date):
- Professional Certificate, December, 1987 (issued).

4.03 Student Records

- a. Permanent Student Record: Indicate if the following are current and complete, according to "Student Records: Requirements and Best Practice Guidelines for Independent Schools" (June, 2008) (http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm).
- Permanent Student Record (Form 1704) x Yes ☐ No
 - Copies of a minimum of the two most recent years of student progress reports
- x Yes ☐ No

- If applicable – inclusions to support medical alerts, legal alerts, support services information, Individual Education Plans (IEPs), registered homeschooled children.
x Yes ☐ No

- If applicable, have Legal Alert or Medical Alert boxes been checked off and related inclusions attached?

x Yes ☐ No

- Other optional items? x Yes If yes, list: ☐ No
-Baptism Certificate

b. Additional Student Record Items: Indicate if the following are current and complete.

- Legal name (photocopy of birth certificate) x Yes ☐ No
- Allergies and other health concerns x Yes ☐ No
- Emergency contact numbers x Yes ☐ No
- Doctor's name and contact information x Yes ☐ No
- CareCard number x Yes ☐ No
- Official names of parents/guardians with home and work contact information
x Yes ☐ No
- Verification that parent/guardian is legally in Canada and resident of British Columbia
x Yes ☐ No
- Other optional items? ☐ Yes x No

If yes (e.g., study permits, third party medical insurance (international students), list:

c. How frequently are the Permanent Student Records (Form 1704) updated?

- Annually or as needed

d. Does the school have policies governing the handling of sensitive information, access and disclosure of information, and transfer and storage of student records.

x ☐ Yes ☐ No

Describe how this policy is communicated.

- Parent Handbook
- Staff Handbook

Describe the storage of Permanent Student Record files to ensure safekeeping from fire, theft, etc.

- Locked/Fire-proof cabinets within a secured office area

4.04 Personal Information Protection Act (PIPA)

- a. Does the school have a written privacy policy in place for the collection, use and disclosure of student, teacher and parent information collected by the school?
x Yes ☐ No

Describe how this policy is communicated.

- Parent Handbook
- Yearly Registration

4.05 Registered Homeschooled Children

- a. Are homeschooled children registered on Permanent Student Records (Form 1704) and assigned PEN numbers? ☐ Yes x No
- b. Describe the school's policy regarding services and resources offered to registered homeschoolers (if any).

- n/a

Describe how this policy is communicated.

- n/a

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

- a. Are eligible student grants used for school operation only, in accordance with Section 12 (3) of the *Independent School Act*? x Yes ☐ No
- b. Are the total eligible student grants less than the school's total operating cost, in accordance with Section 12(4) of the *Independent School Act*?
x Yes ☐ No
- c. For the previous school year, fill in the following, for grants received and operating cost amounts:

Eligible student grants: \$839,710
(not including special education or other targeted grants)

Total operating costs: \$1,540, 553
(not including pre-school or adult education)

Special Education grants: \$54,900

Number of students receiving special education grants: s.22

- d. Did the school complete a regular financial audit:
x Yes ☐ No

If the audit document has a "Notice to Reader" in the introduction, please note that a "review engagement" is the only other acceptable type of audit.

4.07 Utilization of Provincial Conditional Grants

- a. Did the school participate in the *Ready Set Learn* program?

☐ Yes ☒ No

Describe how the funds were used:

•

4.08 Bonding Information (Group 4 schools only)

- a. Has a "Fees and Bonding Statement" for the current school year been filed with the Office of the Inspector of Independent Schools"?

☐ Yes ☐ No

- b. Amount posted for current school year: \$

- c. Type of Bond: ()

- d. Period of Validity: (Month/Date/Year) ()

- e. Name of financial institution providing security: ()

- f. Is a "Bonding Statement" included in promotional materials?

☐ Yes ☐ No

4.09 Communication

- a. List methods of communicating information:

- To staff (indicate the frequency of staff meetings):
 - Weekly staff meeting
 - Weekly memo
 - Staffroom whiteboard (daily and weekly messages)
 - School calendar
 - Staff Handbook
 - email
- To parents/guardians:
 - Bi-weekly newsletter (updates, if needed)
 - Yearly calendar
 - Monthly calendar
 - School website
 - Email
 - Classroom newsletters
 - Parent/Teacher Conferences
 - Student-led Conferences
 - Meet the Teacher Night

- Back to School BBQ
- Parent Handbook
- Sacramental Meetings (Gr. 2 and 7)
- Phone calls to parents

c. Has the school produced a handbook for:

- | | | |
|------------|-------|-----------------------------|
| • Parents | x Yes | <input type="checkbox"/> No |
| • Staff | x Yes | <input type="checkbox"/> No |
| • Students | x Yes | <input type="checkbox"/> No |

Comments:

c. Ministry Communication:

Describe how information from the following sources is shared within the school?

- Independent Schools e-Board:
 - Staff meetings
 - Posted on staffroom white board
- Who is responsible for reviewing e-Board postings?
 - Principal
- Direct email communication from the Office of the Inspector of Independent Schools: staffroom white board
- Does the school have its own email domain, or is it using a using free email (hotmail or gmail) accounts? Its own email domain
www.queenofallsaintsschool.ca
queenofallsaintsschool@shawcable.com

4.10 Appeals

a. Describe the school's policy for dealing with appeals by parents regarding school decisions.

- Parents must bring their concern up with the teacher concerned immediately. If the complainant is not satisfied with the teacher's decision, (s)he may within 3 working days, appeal in writing to the Principal who may make a decision alone after consultation with the teacher concerned or, depending on the gravity of the case, review the case with the teacher concerned and the Teachers-in-charge before making a decision.

If the case cannot be resolved at the school level, it may be brought to the Parish Education Committee in writing within 3 working days. An appeal committee made up of the Principal, the Chairperson or another member of the Parish Education Committee and the Pastor will review the case and come to a decision. If the complainant is still not satisfied, (s)he may appeal in writing to the Superintendent of the Catholic Independent Schools of the Vancouver Archdiocese.

Describe how this policy is communicated.

- QAS Policy Handbook for Parents and Staff Handbook
- Meet the Teacher Night

b. How does the school's policy reflect the principles described in the paper entitled, "*Procedural Fairness: Best Practices for Independent Schools*"

(http://www.bced.gov.bc.ca/independentschools/is_resources/welcome.htm)

- Policies are in place to ensure procedural fairness. Parents are made aware of student rules of conduct and expectations through the parent handbook and parent meetings. The appeals process is available and explained in the parent handbook.

4.11 Student Discipline

a. Does the school have written discipline policies and procedures?

☒ Yes ☐ No

Describe how this policy is communicated.

- QAS Policy Handbook for Parents, Staff Handbook, Student Agenda

4.12 Student Supervision

a. Describe the practices/policies relating to the supervision of students:

In or around the school building (before, during and after school).

- Teachers are to enforce school regulations and provide assistance as necessary for the supervision of students on school premises and at school functions, whenever, and wherever held. Teachers will supervise reasonable periods of morning, recess, lunch, and after school assignments. The supervising teacher is responsible for disciplinary actions in connection with infractions of rules wherever he or she is supervising. They are to inform the classroom teacher of the situation. There is always one teacher on supervision duty either in the building or on the playground before and after school hours, and during the recess and noon hour breaks. A supervision schedule is posted in the staff room. Teachers are to report to this duty on time. Parent volunteers assist the teachers with supervision duties. When the bell rings, teachers proceed immediately to pick up their classes at their designated areas. Teachers do not leave their class unattended at any time. Lunch is eaten in the classrooms. The classroom teacher remains responsible for the conduct of the class during the eating period. The students remain at their desks until 12:20. After school supervision occurs between 3:00-3:20. There are also parent volunteers on duty at different locations during this time.

While away from the school on field trips.

- QAS has a Field Trip Policy that assesses risk to manage the safety of the students and staff. The Principal approves all Field Trips.
- Educational Assistants and parents are sent on the field trips, along with the classroom teacher to ensure safety for students. Head counts are taken at the

beginning and end of the trip (more often depending on the nature of the trip). The teacher also carries the emergency information for all students, along with a first aid kit.

4.13 Abuse Protocols

- a. Does the school have a policy relating to the reporting of child abuse?
x Yes ☐ No
- b. How does the school's policy reflect the procedures described in the Ministry's document entitled, *"Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse"*?
 - The guide is referred to and the procedures are followed as set out in the document.
 -
- c. How is this policy communicated?
 - Staff are aware of the location of the document and have easy access if needed.
 - Reviewed annually
- d. How is school staff trained in relation to this policy?
 - The document is discussed and protocols reviewed and evaluated each September at a staff meeting.
 - When a staff member has any concerns about a student(s) regarding child abuse, they immediately inform the Principal. At that time, the staff member and Principal will collaborate to review the Ministry's document entitled, *"Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse"* to determine the course of action.

4.14 Anti-bullying and Harassment Policy

- a. Does the school have an anti-bullying and harassment policy?
x Yes ☐ No
- b. Describe how the school implements the policy?
 - Procedures appear in Section Safe, Caring and Orderly Schools summarizing the Ministry Document and its application at QAS
- c. Describe how this policy is communicated.
 - Through assemblies, posters, and the newsletter. Staff and students are actively involved in anti-bullying campaigns throughout the school year.

4.15 Emergency Policies / Procedures

- a. Describe how the school deals with accidents and medical alert situations.
 - In the event of a minor injury (cut, fall), the student is attended to by a staff member. The injury is recorded in the First Aid Report (located in the staffroom).

In the event of a more serious injury (head injury, etc.), the student is attended to by a staff member, the injury is recorded, and the parent is contacted. If further medical attention is required, the parent is contacted and encouraged to seek medical attention. If the parent or emergency contact cannot be reached, an ambulance is called.

- Medical alerts, such as severe allergies, are kept on file in the office and made available to teachers so they know which students may need special medical attention.

Is there a written policy? ☒ Yes ☐ No

If so, how is it communicated?

- Medical Alerts are posted and reviewed with staff.

b. Describe the school's transportation/field trip safety procedures (walking trips, day trips and overnight trips).

- Prior to going on a field trip, teachers fill out a field trip proposal and plan, outlining all transportation, known risks, and safety procedures (we use the "Yousafe" resource). This is reviewed by the Principal. This information is also communicated to the parents in the field trip permission form. While on the field trip, teachers carry a first aid kit, cellular phone and emergency information for all students.

Is there a written policy? ☒ Yes ☐ No

Describe how this policy is communicated.

- Through the office whenever there is a field trip request made by a teacher.

c. What is the school's policy regarding first aid/emergency training for staff members?

- All staff is current with First Aid training. A record is kept in the office which indicates which staff members are due for First Aid training and re-certification. First aid workshops are completed through St. Johns Ambulance, and staff members who are due for updated training must attend.

d. How does the school ensure student safety when using rented facilities (e.g., swimming pools, recreation centres, etc.) to fulfill educational program requirements?

- Proof of insurance is required prior to renting a facility. Also, the school ensures student safety at rented facilities by ensuring an adequate level of supervision in terms of adult to student ratios are sufficient. The school also makes itself aware of any special safety rules at such a facility, such as with Outdoor school and skiing field trips.

e. Emergency Drills

Number of fire drills per year: (6)

Number of earthquake drills per year: (6)

Are there any other emergency drills (lockdowns, emergency response plan, etc) implemented at this school?

- There are 2 Lockdown drills scheduled for the year, and one full evacuation where parents pick up their children.

f. Does the school have (or operate) its own bus (or bus system)?

☐ Yes ☒ No

What is the date of the most recent inspection by the Ministry of Transportation?
(Month/Date/Year)

Describe the measures taken to ensure the safety of students when using the bus system to transport students to and from school and/or on field trips.

Section 5 – Teacher Certification, Evaluation, and Professional Development

5.01 Certification of Teachers

Teachers:

Are responsible for the educational program of each student assigned to them, including responsibility for:

instructional planning,
delivery of instruction,
supervision of instruction,
student evaluation, and,
report writing.

All teachers teaching a subject that is reported out on student report cards must hold valid British Columbia teaching credentials issued by the Teacher Regulation Board (TRB) or by the Inspector of Independent Schools.

Teacher Assistants:

Are persons who may only be employed to assist teachers under direct daily supervision of teachers and are not responsible for the planning and delivery of the program and student assessment. Teacher assistants are not required to hold certification; but must have a valid criminal record check.

a. BC Teacher Regulation Branch Certificate Holders

	Type	Number (including principal if applicable)	Valid status on Registry (Y/N)
a.	Certificate of Qualification (COQ)	17	Yes
b.	Independent School Subject Restricted	0	
c.	Independent School and Subject Restricted	0	

b. Not currently BC TRB certified teachers

Teacher's Name	Applied to TRB? (Y/N)	Application date?	CRC on record?

c. Number of teachers for whom the Authority has a current Letter of Permission (0)

d. Number of teachers new to the school in this school year: (2)

e. Number of teachers new to the school in the last two years: (2)

f. Do the school's personnel files include copies of valid BC TRB teaching certificates?

☒ Yes ☐ No

If NO, explain:

g. Do teachers' personnel files include verification of current TRB status? (A printed copy of the TRB Register search is acceptable.)

☒ Yes ☐ No

If NO, explain:

5.02 Staff Development and Support

a. List administrative assistants, business managers, secretaries, counsellors, teacher assistants, health nurses, consultants, specialists, janitors, persons assigned other special tasks, etc.

- s.22 Secretary/Bookkeeper
- Secretary
- EA
- EA
- EA
- EA
- EA
- EA
- West Coast Building Maintenance – Janitorial
- Canadian Sensory Institute

- b. Have satisfactory criminal record checks, in accordance with the *Criminal Records Review Act*, been obtained and placed on file for all employees (other than certified teachers) working with children?

☒ Yes ☐ No

If no, explain.

•

Note: All employees working with children must have an independent search completed through the Ministry of Public Safety and Solicitor General.
<http://www.pssg.gov.bc.ca/criminal-records-review/> Volunteers working with children may have their criminal record check completed by the RCMP.

5.03 Professional Development

- a. Orientation of new staff (specify procedures):
- Required to attend Jump Start to Teaching in August (prior to commencing school year)
 - Review of policies and procedures with principal
 - Staff Retreat
- b. Number of professional days per year: (6)

5.04 Teacher and Principal Evaluation

- a. Does the school have a written teacher and principal evaluation policy?
x Yes ☐ No
- b. Describe practice and frequency of teacher and principal evaluation.
- The school adheres to the CISVA policies on teacher evaluation and principal evaluation.
 - Teachers are on a 4 year cycle of summative evaluation based on the CISVA developed professional growth plan; new teachers are evaluated in their first two years.
 - Teachers complete a yearly professional growth plan in dialogue with the principal.
 - Principal evaluation occurs the second year of a new principal, and every 5 years after.

Section 6 – Educational Program: Curriculum and Instruction

6.01 Instructional Time Requirements

- a. Complete the following chart, stating the actual instruction hours per year.

Grade Level	Minimum Required Hours Per Year	Actual Hours Per Year
Half day Kindergarten	450 hours	() hours
Full day Kindergarten	850 hours	(856) hours
Grades 1-12	850 hours	(886.25) hours

- b. Hours/days per week: (5/4 M,T,Th,F 4.5/1 W)
- c. Days in session, per year: (181)
- d. List holidays taken throughout the year, other than statutory holidays:
- School Feast Day – May 21, 2013

6.02 Groupings within the School

- a. Describe how classes (grades) are grouped in the school (e.g., K to 3, 4 to 7, multi-graded groupings, etc.)

- One class per grade: K, 1, 2 on the main floor 3, 4, 5, 6, 7 on the second floor

6.03 Primary Program – Kindergarten to Grade 3 (Appendix 2).

Is the school offering Full Day Kindergarten ☒ Yes ☐ No

Is the school offering Half Day Kindergarten ☐ Yes ☒ No

Describe the following:

a. Delivery of Core Subjects:

- Math: The school has implemented the *Math Makes Sense* resource for teaching Math in the Primary grades. Teachers have extensive resources for the teaching of mathematics, and the school provides manipulative materials for all the primary grades. The curriculum is presented through: direct instruction, exploratory use of manipulative materials, drill/practice sheets, and teacher-designed activities.
- Science: Teachers have access to the various text resources, which has a hands-on experiential focus, and teacher-created units. Most science units are designed to provide opportunities for exploration, discussion and demonstration of a learned-skill/attitude.
- Social Studies: Social studies resources include the Outlooks series in Grade Three and many teacher-designed units of study for Grades K-2. Students are engaged in discussions/direct instruction and presentations. Examples include: participation cultural days, researching families and their backgrounds, and role playing.
- Language Arts: English Language Arts is integrated into every subject throughout the curriculum. Instruction includes phonetic skill practice, and extensive instruction in the strategies of reading and writing using an eclectic array of resources. Instruction can be whole group/small group or individualized, depending on the skill to be taught and the ability level of the students. Gr. 1 to 3 have access and use the "Literacy Place" resource.

b. Delivery of Non-core Subjects:

- Fine Arts: Classroom teachers deliver the Visual and Dramatic arts component of this topic. Music instruction is delivered by our Music specialist Mr. Aguirre. Each class receives two 30 minute blocks of Music during the week.
- Health and Career Education: Health and Career Education is integrated throughout the curriculum.

- Physical Education: Each class receives three periods of Physical Education during the week. The school has a Physical Education specialist, Mrs. Epplette, she teaches two of the classes and the classroom teacher teaches one.

c. Student Assessment and Reporting:

- Teachers use a diverse range of assessment tools for the purpose of assessing, evaluating understanding of instruction and reporting student progress including: observations, portfolios, student self-assessment tools, formal, informal, and written and oral testing, checklists, and daily work.
- Formal reporting occurs three times a year:
Parent-teacher interviews are held in October. Report cards are sent home in December.
March – Formal written report cards with student-led conferences before parents receive the report cards.
June – Formal written report card.
Other conferences/meetings with parents are scheduled as needed, and teachers contact parents with phone calls, letters, notes in student agendas, or email as necessary.
- Learning Assistance: Learning Assistance is provided as needed. Some students receive support in small groups, if they need similar assistance. Students are serviced in the classroom or pulled out of the classroom, depending on the nature of the assistance required. Students may work with the Learning Resource Teacher or with an Educational Assistant, under the direction of the LRT and classroom teacher.

d. Additional courses offered:

- French – K to Gr. 3. Is taught by French specialist, Mrs. Ogilvie.
- Religion – K to Gr. 3 Follows the curriculum as outlined by the Archdiocese of Vancouver. Religion is taught as a separate subject and is also integrated in other areas, both academic and social. Mass is celebrated every Friday.

c. Daily Physical Activity (30 minutes per day):

- Each class receives three periods of Physical Education during the week. On days when classes do not get PE, each classroom teacher leads the students in physical activity, whether integrated with some other subject area or as DPA on its own.

6.04 Intermediate Program – Grades 4 to 9 (Appendix 3).

NOTE: If the delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this section (6.04) twice and identify the grade levels for each subject.

Describe the following:

Grades (4) – (7)

a. Delivery of Core Subjects:

- Math: Grades 4-6 employ the use of *Math Makes Sense*, with Grade 7 using *Math Links* as the central text to teach the curriculum. There is a distinct focus on problem solving at all grade levels, and extensive manipulative resources are available to reinforce skill development. Math instruction is generally to the whole group, with small group instruction provided to both pre-teach and reinforce/practice skills. Regular homework assignments, daily work, quizzes, tests and daily discussions comprise mathematics instruction at the intermediate level.
- Science: Resources used by Intermediate teachers include *BC Science Probe* and teacher made and collected units of study. Curriculum is planned to provide opportunities for discussion, hands-on exploration and experiments. Students are taught the scientific method and through the intermediate grades have many opportunities to research, develop models, run experiments and share their learning in class presentations or visual displays.
- Social Studies: An array of resources are available for Intermediate grades to support the Social Studies curriculum, including teacher generated and local resources materials and grade-level text resources. Intermediate classes use the *Outlooks* series in their classrooms.
- Language Arts: The instruction of this core curriculum topic influences every subject at the intermediate grades and numerous approaches and a variety of literature, including the "Crossroads" resource, novels, trade books and teacher developed materials are used throughout the grades. Students are exposed to direct instruction, specific instruction to remediate skills and a wide variety of practice opportunities to improve their reading, writing, listening and speaking skills.
- Second Language (where applicable): Intermediate classes receive French language instruction twice a week for 45 minute blocks. The school has an Intermediate French specialist in Mrs. Ogilvie.

b. Delivery of Non-core Subjects:

- Fine Arts: Classroom teachers deliver the Visual and Dramatic arts component of this topic. Music instruction is delivered by our Music specialist Mr. Aguirre. Each class receives two 30 minute blocks of Music during the week.
- Health and Career Education K-7: Health and Career Education is integrated throughout the curriculum.

- Physical Education: Each class receives three periods of Physical Education during the week. The school has a Physical Education specialist, Mrs. Epplette.

c. Student Assessment and Reporting:

- Teachers use a diverse range of assessment tools for the purpose of assessing, evaluating understanding of instruction and reporting student progress including: observations, portfolios, student self-assessment tools, formal, informal, and written and oral testing, checklists, and daily work. Students in Grade 4 receive checklist marks, anecdotal comments on their report cards. Students in Grade 5 receive checklist marks, anecdotal comments and letter grades in Math and Language Arts. Students in Grade Six and Seven receive letter grades on their report cards in addition to checklist marks and anecdotal comments.

Formal reporting occurs three times a year:

Parent-teacher interviews are held in October. Report cards are sent home in December.

March – Formal written report card with student-led conferences before parents receive the report cards.

June – Formal written report card.

Other conferences/meetings with parents are scheduled as needed, and teachers contact parents with phone calls, letters, notes in student agendas, or email as necessary.

c. Learning Assistance:

- Learning Assistance is provided as needed. Some students receive support in small groups, if they need similar assistance. Students are serviced in the classroom or pulled out of the classroom, depending on the nature of the assistance required. Students may work with the Learning Resource Teacher or with an Educational Assistant, under the direction of the LRT and classroom teacher.

d. Additional courses offered:

Religion - Religion – Gr. 4 to Gr. 7 Follows the curriculum as outlined by the Archdiocese of Vancouver. Religion is taught as a separate subject and is also integrated in other areas, both academic and social. Mass is celebrated every Friday.

f. Daily Physical Activity (30 minutes per day or 150 minutes per week for Grades 8 and 9):

- n/a

6.05 Standardized Assessment Results

- a. Complete the Foundation Skills Assessment (FSA) results chart by indicating % in each category for the past two years:

Grade 4 Subject	Most Recent					Prior Year			
	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations	Participation Rates	Not Yet Within Expectations	Meets Expectations	Exceeds Expectations	Participation Rates
Reading	1	76		23	100	10	62	28	100
Writing	0	93		7	100	0	90	10	100
Numeracy	4	23		73	100	0	48	52	100

Grade 7 Subject	Most Recent					Prior Year			
	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations	Participation Rates	Not Yet Within Expectations	Meets Expectations	Exceeds Expectations	Participation Rates
Reading	20	70		10	100	0	63	37	100
Writing	6	77		17	100	0	77	23	100
Numeracy	7	87		3	97	0	47	53	100

- b. How does the school use FSA results to enhance student learning?
(see also Section 4.07 b)
- Results are used when constructing our School Growth Plan to ensure areas of need are addressed. FSA results are also used to determine professional development.
- c. What trends in student achievement from grades 4 to 7 has the school identified in the FSA results?
- At the Grade 4 level, writing has been similar when comparing years. Numeracy is fairly strong. Reading is an area that we would like to address. At the Grade 7 level, Reading is an area that needs to be addressed.
- d. Describe how the school has made use of the Performance Standards:
http://www.bced.gov.bc.ca/perf_stands/

Report cards have been aligned to make an easy transition from assessment to reporting. Students and parents receive the rubrics. The rubrics are explained to students. Students use them to self-assess. Students are assessed according to the Performance Standards with the goal of improving student learning.

6.06 2004 Graduation Program (Grades 10-12) n/a

- a. Complete the 2004 Graduation Program chart for Grades 10-12 curriculum –
Appendix 4

b. Describe how the school calendar and timetable is developed to deliver the Graduation Program (linear, semester, trimester, etc.)?

-

c. How is the school offering Planning 10?

-

d. Describe how the school is assisting students to complete the Graduation Transitions.

-

e. Describe how the school is enabling students to meet the requirements for 150 minutes per week of Daily Physical Activity.

-

f. Board/Authority Authorized (BAA) Courses:

- All BAA courses have been developed according to the Ministry template [as outlined in the document, "Board/Authority Authorized Course Requirements – Procedures" (pages 5-8)] and the "Board/Authority Authorized Course Verification Page" is attached (available at http://www.bced.gov.bc.ca/independentschools/is_forms/welcome.htm).

☐ Yes ☐ No

- Course overviews have also been developed for each.

☐ Yes ☐ No

- List Board/Authority Authorized Courses that are being offered, the ministry course code assigned to each, the board approval dates and the Ministry approval dates:

BAA Course Title	Ministry Course Code	Authority Approval Date	Ministry Inspection Approval Date (and by whom)

g. Describe any additional programs offered to students (i.e., AP, IB, Apprenticeship, Career Preparation, etc.)

-

6.07 Graduation Credits

a. Describe the school's policy regarding the following options for obtaining credits.

- Equivalency:
- Challenge:
- Independent directed studies (IDS):
- External credentials:

6.08 Student Progress Reporting for Grades 10-12

a. Describe the method and frequency of student reporting to parents/guardians.

•

b. Complete the following chart relating to Grade 10-12 provincial examination results (add more rows if necessary):

Provincial Examinable Courses Written	Last Year's Results			Prior Year's Results		
	Average School Mark	Average Exam Mark	% Passing Exam	Average School Mark	Average Exam Mark	% Passing Exam
Grade 10						
Grade 11						
Grade 12						

- c. How does the school use Grade 10-12 provincial examination results to enhance future student performance?
-

6.10 Special Education Programs

- a. Complete the chart below for students who have pre-approval (June) and for any additional students for whom application will be made by the October deadline, to receive supplementary special education grants from the Ministry of Education/Inspector of Independent Schools (add more rows if necessary):

Note to Special Education Schools: Attach school list

Name	Grade	Approval granted	Approval pending	IEP Completed
s.22				

- b. Has the school developed a **Special Education Policy** to describe the delivery of special education services? ☒ Yes ☐ No
- a. Has the school developed a separate **Special Education Budget** to reflect anticipated expenditures based on the needs identified in the IEPs? ☒ Yes ☐ No
- b. Does the school provide **learning assistance support** for special education students who are not funded? ☒ Yes ☐ No
- Describe: LAC support in class and pull-outs to LAC room, and EA support
- e. Does the school have a School Completion Certificate Policy/Program? ☐ Yes ☒ No

Describe:

6.11 Diagnostic and Referral Services

- a. Indicate assessment instruments, resources, and procedures used to diagnose learning problems.
- Teacher referral based on classroom assessments
 - Informal assessments: Dibels, RAD
 - Psycho-educational testing is done by a contracted Registered Psychologist

6.12 English as a Second Language (ESL)

- a. Describe the school's program, if applicable.

- n/a

6.13 Library Resources and Access

- a. Describe library resources/facilities and student access to services.

- Established library and collections
- Teacher librarian 2 days/week
- Dedicated class schedules in the library

6.14 Computer Utilization for Instructional Purposes

- a. Describe type and number of computer units in use for instruction and administration. Where are they located? What programs do students use? How are they used?

- Administration: 4 networked computers (3 desktop, 1 laptop) located in the main office
- Computer Lab: 31 desktop computers (All the Right Type, Kidpix, Microsoft Office)
- All teachers have a laptop
-

6.15 Curriculum Implementation and Review

- a. How does the curriculum review and implementation occur?

- Teachers are required to submit long and short term plans and maintain daybooks that reflect the learning outcomes, learning opportunities and assessment tasks required to teach the assigned curriculum. The process for planning, assessment and reporting is based on CISVA policy as found in the *Toolbox for Teachers*.

Each year, as part of planning, staff is familiarized with assessment and reporting requirements and this is reviewed at the beginning of each subsequent term.

Teachers have the necessary IRPs in each subject area and make revisions in their long and short term plans to implement the updated IRPs as produced by the Ministry of Education.

As a regular part of staff planning and meeting time, curriculum is reviewed. Depending upon the year's specific teaching/learning goals that have been established, a particular focus on a subject area might be set by the staff. In that case, we can bring in the expertise in that area, share resources and experience within the staff, or send a group of teachers for in-service to then bring back to the rest of the staff the highlights of what has been learned. We also establish a timeline for implementation and, and opportunities to review successes and make recommendation for change.

6.16 Student Counselling and Guidance Services

- a. Is personal, academic and vocational counselling provided? If so, describe.

- Counselling is offered but not in a formal sense. While there is no formal position of counsellor, teachers understand and accept their role in assisting parents with

issues related to parenting and discipline. In severe cases, the school administration takes the opportunity to refer parents to Catholic Family Services or services that are available through the Health Department.

- Academic counselling is focused on Grade Seven as a great deal of time and attention is given to providing parents and students with the academic and educational counselling as the students make choices for high school.
- Beyond encouraging students to devote their lives to God, as a Catholic elementary school not much in vocational advice is given.

6.17 Additional Activities

- a. Describe any additional student/school activities not listed in previous sections.
- Volleyball – Gr. 4 to 7; Soccer – Gr. 4 to 7; Basketball – Gr. 4 to 7; Cross Country – Gr. 2 to 7;
Track and Field – Gr. 2 to 7; Choir; Readers are Leaders
 - Holy Childhood Association; Social Justice Committee; Student Council; Gr. 7 Outdoor Education; monetary collections for various charities; candy collection for Agape Street Ministry.

Independent School's Staff Assignments: Elementary And Secondary - Appendix 1

NOTE: Please list all instructional staff alphabetically: Principals, Administrators, Teachers, Specialists and Teacher Assistants and other support staff.

Name	% of Time Employed *	Certificate Type				Non-Certified Instr'l Staff	CRC ⁴	Teaching Assignment For secondary teachers, use Ministry abbreviations (e.g. EN10)
		COQ ¹	IS ²	LOP ³	Restriction(s)			
Aguirre, Fernando	s.22	X					Yes	Music
Arndt, Patricia		X					Yes	Kindergarten/LAC
s.22		X					Yes	Kindergarten
Csomor, Anna-Maria		X					Yes	Grade 6
s.22		X					Yes	Grade 1
		X					Yes	LAC
Epplette, Linda		X					Yes	P.E./Grade 7
Graf, Doug		X					Yes	Grade 5
s.22		X					Yes	Grade 7/LAC s.22
Laman, Elizabeth		X					Yes	Computers

* F = Full-time; P(%) = part-time

COQ¹ Teacher Regulation Branch Certificate of Qualification: Mark "P" if Professional; "B" if Basic; "C" if conditional

IS² Independent Schools Certificate: Mark "SR" if Subject Restricted; "SSR" if School and Subject Restricted

LOP³ Letter of Permission

CRC⁴ Criminal Record Checks: Indicate for non teaching staff working with children.

Independent School's Staff Assignments: Elementary And Secondary - Appendix 1

Langlois, Doris	s.22	X					Yes	Grade 3
Lorenz, Cathy		x					Yes	Grade 7/LAC
Marconato, Laurie		X					Yes	Grade 2
s.22		x					Yes	LAC s.22
		X					Yes	Grade 4
Ogilvie, Jean		X					Yes	French/Library
Sandberg, Joan		x					Yes	Principal
Scowby, Gail							Yes	EA
s.22							Yes	EA
Tomic, Maria							Yes	EA
Tupchong, Gail							Yes	EA
Ziemnicka, Jolanta							Yes	EA
s.22							Yes	EA

* F = Full-time; P(%) = part-time

COQ¹ Teacher Regulation Branch Certificate of Qualification: Mark "P" if Professional; "B" if Basic; "C" if conditional

IS² Independent Schools Certificate: Mark "SR" if Subject Restricted; "SSR" if School and Subject Restricted

LOP³ Letter of Permission

CRC⁴ Criminal Record Checks: indicate for non teaching staff working with children.

Primary Program Kindergarten - Grade 3 Appendix 2

Complete the educational program chart below.

Primary	Course Overviews/Outlines "x" if Course Overviews include:				
Subjects: List additional subjects taught, either under the appropriate category or under "OTHER"	Content	Planning for Assessment (formerly teaching strategies...)	Achievement Indicators (formerly Assessment Methods)	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
LANGUAGE AND CITIZENSHIP					
Language Arts	x	x	x	x	
Social Studies	x	x	x	x	
SCIENCE, MATH, AND TECHNOLOGY					
Mathematics	x	x	x	x	
Science	x	x	x	x	
Technology	x	x	x	x	
PHYSICAL EDUCATION					
	x	x	x	x	
FINE ARTS					
Dance/Visual	x	x	x	x	
Music	x	x	x	x	
HEALTH AND CAREER EDUCATION					
	x	x	x	x	
OTHER:					
Religion					x

Intermediate Program Grades 4-9 - Appendix 3

Complete the educational program chart below. Identify if other than ministry-designated divisions Grades ____ - ____.

Note: If the delivery of your intermediate program is divided into two distinct groups (e.g., Grades 4-6 and 7-9), complete this Appendix twice and identify the grade levels for each subject.

Note: Instructional time percentages are based upon 850 hours of instruction. Calculation by schools providing more than 850 hours should be adjusted accordingly. Justifications should be provided for subject areas that are significantly below recommended percentages.

Intermediate	Instructional Time		Course Overview/Outlines "x" if Course Overviews include:				
	Ministry Recommended Time Allotment	School Time Allotment	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
Subjects: <i>List any additional subjects taught, either under the appropriate category or under "OTHER"</i>							
LANGUAGE AND CITIZENSHIP	35%						
✦ Language Arts		24.53	x	x	x	x	
✦ Social Studies		7.38	x	x	x	x	
✦ Second Language (Gr. 5-8)		5.4					
SCIENCE, MATH, AND TECHNOLOGY	30%						
✦ Mathematics		17.02	x	x	x	x	
✦ Science		7.33	x	x	x	x	
✦ Technology		5	x	x	x	x	
PHYSICAL EDUCATION	10%						
✦		9.03		x	x	X	
FINE ARTS (Gr. 4-7)	10%						
✦		9.25	x	x	x	x	
FINE ARTS (Gr. 8-9)	5%						
✦		n/a					
APPLIED SKILLS (Gr 8-9)	5%						
HEALTH AND CAREER EDUCATION	5%						
		5	x	x	x	x	
OTHER:	10%						
✦ Religion		10.2	x	x	x		x
✦							

2004 Graduation Program (Grades 10-12) Appendix 4

Courses offered to meet graduation requirements			Course Overview/Outlines				
			"x" if Course Overviews include:				
List courses under appropriate heading and complete chart for each course	Credits	Hours of Instruction	Content	Planning for Assessment	Achievement Indicators	Link with Ministry of Education Learning Outcomes/ Curriculum Organizers	Link with Ministry Curriculum organizers with Authority approved learning outcomes
REQUIRED COURSES (48 CREDITS)							
Language Arts 10:	4						
▼							
Language Arts 11:	4						
▼							
Language Arts 12:	4						
▼							
Social Studies 10:	4						
▼							
Social Studies 11 or BC First Nations Studies 12 or Civic Studies 11:	4						
▼							
Mathematics 10:	4						
▼Apprentice & Workplace Mathematics 10							
▼Foundations of Mathematics & Pre-calculus 10							
▼							
Mathematics 11 or 12:	4						
▼Apprenticeship & Workplace Mathematics 11							
Foundations of Mathematics 11							
Pre-calculus 11							
Science 10:	4						
▼							
Science 11 or 12:	4						
▼							
Physical Education 10:	4						
▼							

2004 Graduation Program (Grades 10-12) Appendix 4

Planning 10:	4						
✦							
Fine Arts and/ or Applied Skills 10, 11 or 12 :	4						
✦							
Graduation Transitions:	4						
✦							
ELECTIVE COURSES (28 CREDITS)							
Ministry Authorized Courses							
✦							
✦							
✦							
BOARD/AUTHORITY AUTHORIZED COURSES:							
✦							
✦							
✦							

MacKenzie, Susan EDUC:EX

From: EDUC Independent Schools Office EDUC:EX
Sent: Friday, September 7, 2012 12:19 PM
To: MacKenzie, Susan EDUC:EX
Subject: FW: Queen of All Saints Catalogue
Attachments: Catalogue QAS - ExtEval 2012.doc

From: Joan Sandberg [<mailto:JSandberg@cisva.bc.ca>]
Sent: Friday, September 7, 2012 7:49 AM
To: EDUC Independent Schools Office EDUC:EX
Subject: Queen of All Saints Catalogue

Attached is our Evaluation Catalogue. We have not yet received the dates of our evaluation. Please forward if they are known.

Sincerely,
Joan Sandberg
Principal

MacKenzie, Susan EDUC:EX

From: EDUC Independent Schools Office EDUC:EX
Sent: Monday, September 24, 2012 2:31 PM
To: s.22
Cc: Eden, Gayle EDUC:EX
Subject: FW: Catalogue: Queen of All Saints
Attachments: Catalogue QAS - ExtEval 2012.doc

Importance: High

Jim Beeke

Attached is the evaluation catalogue for Queen of All Saints school (October 1 – 5).

Please provide this information to your Team (#6) Members: Dr. Neal Mutadi and David North.

Thank you,
Susan

Susan A. MacKenzie
School Evaluations Clerk
Office of the Inspector of Independent Schools
Governance, Legislation and Regulation Division
Ministry of Education
PO Box 9153 Stn Prov Govt
Victoria BC V8W 9H1

[Location: 2nd Floor 620 Superior St Victoria BC V8V 1V2]

Direct Line: (250) 886-7542 **Alternate Line:** (250) 387-3711 **Fax:** (250) 953-4908

"Don't go where the path may lead, go instead where there is no path and leave a trail." (Ralph Waldo Emerson)

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 Please consider the environment before printing this email.

From: MacKenzie, Susan EDUC:EX
Sent: Wednesday, September 19, 2012 2:43 PM
To: MacKenzie, Susan EDUC:EX
Subject: Catalogue: Queen of All Saints

From: Joan Sandberg [mailto:JSandberg@cisva.bc.ca]
Sent: Friday, September 7, 2012 7:49 AM
To: EDUC Independent Schools Office EDUC:EX
Subject: Queen of All Saints Catalogue

Attached is our Evaluation Catalogue. We have not yet received the dates of our evaluation. Please forward if they are known.

Sincerely,

Joan Sandberg
Principal