

EXTERNAL EVALUATION REPORT

ON

PENTICTON COMMUNITY CHRISTIAN SCHOOL, PENTICTON

OCTOBER 26/27, 2005

INTRODUCTION

Penticton Community Christian School is a multid denominational Kindergarten through Grade 12 Christian School. The school is located on 3330 South Main Street in the city of Penticton. Presently, the school is located on leased church property. It is affiliated with the Society of Christian Schools of British Columbia.

The school has organized the 50 students into four groupings: Kindergarten through Grade 2, Grades 3 through 5, Grades 6 through 8, and Grades 9 through 12. There are two homeschoolers registered with the school.

An External Evaluation Committee (EEC), consisting of Mrs. Sherri Ko, Mrs. Sandra Marshall, and Mr. Herb Krul (chair) visited the school from October 26, to October 27, 2005. An initial meeting with the entire staff was held to review the scope of the report and the procedures. The EEC visited all classrooms, held discussions with all teachers and had open discussions with a Board representative, the principal, the school secretary/bookkeeper and with several students. Administrative procedures, policies, records, equipment, facilities, operations, course outlines, teacher daybooks, evaluation records and samples of student work were all closely examined.

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.

1. GENERAL INFORMATION

Since the previous report in 2001 the school has made significant changes in program, facility, and administration. The school now offers the Graduation Program and was able to graduate a first student in 2004. BAA courses have been added to the program. A French teacher has been hired. To meet the needs of the expanded high school program significant textbook series have been acquired. The software "Switch-on-Schoolhouse" has been purchased. Computer facilities have been upgraded. Rooms have been added to accommodate the additional high school students. The school now offers space for the operation of a preschool. In August 2004 a new principal was hired.

The PCCS Society governs the school through its elected Board of Directors and its four committees. The principal is an advisory member of the Board. The Board meets monthly. The Society has two annual meetings.

The School Society is registered under the Society Act and the official registration number is S-22385. The last annual report was filed with the Registrar of Companies in November 2004.

2. FACILITIES

The school is a modular facility consisting of five classrooms, a library/computer lab, office and janitor room. The school makes use of an adjoining chapel for student assemblies. Although facilities are adequate for educational program purposes, the future construction of a new facility at a different location will address gymnasium and science room needs. School facilities meet municipal codes for zoning, building, fire prevention and health. The EEC notes that the school has on file an occupancy permit, municipal letter stating that there are no outstanding compliance concerns as well as records of inspection by health and fire authorities. Alarms, fire extinguishers and safety equipment are in good working order. The school has paper towel dispensers only. The school is maintained well and kept very clean. A janitor performs daily cleaning and parent volunteers do additional cleaning. The Board's Facilities Committee takes care of maintenance and repairs as necessary.

3. SCHOOL PHILOSOPHY AND PRACTICE

The stated philosophy and activities observed by the EEC suggests that the school is fulfilling the requirement of Section 1 of the Schedule of the Independent School Act, regarding school programs. The school's stated objective is to ensure that it would be a Christ-centred, multi-denominational and professional learning community in which it would seek to work with the home and church to equip all students for daily living and service. The school's stated philosophy centres on the unique creation of each person and hence the need to value others and show respect. The EEC observed how clearly the school's philosophy and objective impacted procedures, policies, pedagogy and curriculum.

Future school plans include the construction of a new facility, which would be ready for occupancy in September 2006. This construction at a new location is necessary because of the sale of the present property.

4. SCHOOL ADMINISTRATION

The principal has oversight over teaching activities of all teachers, supervises all staff members, ensures that Ministry IRP's are being met, and as educational leader promotes the school's philosophy. While the EEC noted that administrative duties are being met it suggests the school authority consider ways to ensure sufficient time

is allotted to the principal to be able to continue curriculum development and oversight of the new graduation program. The principal is assisted by the school secretary/bookkeeper.

Student files contain permanent record cards registration information, student progress reports, medical health information, testing records, emergency alerts and all other required items as specified in the “Student Records: Requirements and Best Practice Guidelines for Independent Schools”. Student records are maintained in a fireproof cabinet. 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 grants may not exceed the total operating costs.

The school has made application for Special Education grants. Both the budget for the special needs grant and the IEP’s were available for inspection.

The school has received a small Federal French Grant. The school has also received two special purpose grants: the Textbook, and the Parent Support Group Grant.

The EEC noted that administrative procedures are communicated effectively to staff and parents alike. There are two official staff meeting per month in addition to the unscheduled brief meetings, email, memos and comprehensive staff handbook. Communication with parents is in the form of weekly bulletins, newsletters, personal phone contact, parent handbook, open houses, parent-teacher interviews, and report cards. Ministry communication through the E-Board is regularly accessed

Policies clearly reflecting the school’s philosophy have been written and are clearly communicated to staff students and parents. The school authority is in the process of approving a privacy of information policy and of the appointment of a privacy officer.

5. TEACHER CERTIFICATION

The teaching staff consists of 4 full-time and 4 part-time teachers. The EEC notes that all teachers are appropriately assigned. All teachers hold valid BC teaching certificates. Six teachers hold BCCT certification and two hold Independent School certificates. Evidence of current BCCT membership, where applicable, is in teachers’ files. Two teachers have subject-restricted certificates. Teachers employed by the school as of September 30, as reported on the Ministry 1 – 2001 forms and in the evaluation catalogue, were found to be BC certified as required by Section 3(1) (d) of the Schedule of the Independent School Act. Three teachers are new to the school in the last two years. The principal of the school is a BC certified teacher, as required by Section 8 of the Act. There is evidence on file that criminal record checks have been completed for all employees on contracts working with children.

Six professional development days are scheduled per year. The staff attends an annual CTABC two-day teachers convention. The school is encouraged by the EEC to designate professional development activities to address the area of assessment methods of learning and the inclusion of performance standards.

The school does have a written teacher and principal evaluation in place. The principal's goal is to evaluate all teachers regularly, in accordance with the policy. The principal has not yet been evaluated at this school but will be evaluated according to the school policy.

6. EDUCATIONAL PROGRAM – CURRICULUM AND INSTRUCTION

The EEC notes that the Ministry minimum time requirements are being met, with a total of 453 hours of instruction in Kindergarten and 905 hours of instruction in grades 1-12.

Primary (Kindergarten – Grade 3)

The Primary Program of Penticton Community Christian School consists of one combined grade classroom: Kindergarten through Grade two. At the present time there are no Grade 3 students enrolled in the school. This classroom consists of 13 students. Kindergarten is a half-day, afternoon class. The classroom is very welcoming and provides an environment conducive to learning. The classroom is equipped with a variety of commercial and teacher made resources. Student seating is arranged to provide for the effective delivery of instruction, and for individual and partner work. Floor space is used in a variety of ways; for example, an open area for activities such as calendar, use of individual chalkboards, story sharing, and discussions. A variety of interesting learning centres are located around the classroom.

The Primary Language Arts program provides instruction in the areas of reading, writing, speaking, and listening. Phonetic, whole language and literature-based approaches are used with students to teach literacy and to develop a love of reading with a variety of classroom learning resources. The students develop a good foundation as life-long readers, through the use of games, activity sheets, and a 'take home' reading program. The "Journeys Reading Program" is used to develop reading comprehension. Spelling, grammar, and printing are thoroughly taught to enhance the quality of students' writing. The "McCracken's Spelling/Phonics program" is used to teach students how to effectively communicate ideas and information. A good home-school partnership is established with the use of parent volunteers who assist the students with reading, writing, and math practice. A weekly Buddy Reading Activity with older students provides a wonderful opportunity for the younger students to grow in security and confidence and for the older students to develop their leadership abilities.

Students' progress is evaluated through observations, daily work, quizzes and tests, oral reading, cloze exercises, projects and group work.

The primary Mathematics program is supported by a variety of resources and materials including "Journeys, Math Quest 2000", manipulatives, games, and teacher made materials. There is a balance between direct instruction, discovery learning, and written practice to support the acquisition of skills. Evaluation is based on student progress observations, daily work, quizzes, and assignments.

Science and Social Studies are organized into thematic units. The prescribed learning outcomes are covered through integration with other subject areas. The teacher uses a variety of activities and instructional techniques to engage the students' interest. There is a strong Language Arts component within each theme. The Science curriculum is presented in an engaging hands-on fashion. Students conduct experiments and note their observations by pictures or words. Newly purchased Scholastic Science Kits greatly enhance the Primary Science curriculum. A number of curriculum-based field trips are planned to enhance student learning beyond the walls of the classroom.

The Primary students have Physical Education twice per week. The program is designed around activities for primary children and includes games, and trips off-site for swimming, skating, and gymnastics. Physical Education takes place either outside on the school's playground or in a nearby school's gymnasium.

Art, Music, and Drama are woven into the classroom themes and are taught by the classroom teacher. The students are given many opportunities to express their creative, dramatic, and artistic skills throughout the day.

A locally developed Biblical Studies course is integrated throughout the student's school day. The program is designed to encourage the discovery and development of each student's God-given potential in a loving environment. Morning devotions, Bible stories, memory verse, and weekly chapel are intended to assist in the development of the student's faith life and further promote the mission of the school.

The Ministry-prescribed Personal Planning learning outcomes are integrated throughout the Primary curriculum; in particular, Biblical Studies and Language Arts.

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

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

As this is a multi-graded classroom, a three-year plan is in place to demonstrate which topics and learning outcomes are addressed in each year of the cycle. The EEC suggests that it would be beneficial to indicate in the planning when the Prescribed Learning Outcomes have been met.

Intermediate (Grades 4 – 8)

For the purposes of this report the Grade 9 subjects of English, Mathematics, Social Studies, Science, and Physical Education will be included in the Graduation Program section as Grade 9 is taught in a combined Grade 9-12 classroom.

The Intermediate Program of Penticton Community Christian School consists of two combined grade classrooms; a Grade 5/6, and a Grade 7/8. Presently there are no Grade 4 students enrolled in the school. The curriculum for Grades 5 to 8 builds on the skills acquired in the Primary grades.

The Language Arts program demonstrates a balance of reading, writing, speaking, and listening. A literature-based approach is used in the Intermediate Language Arts program. Novels, short stories, and poetry are used to teach reading comprehension and to develop essential reading skills. Writing assignments serve a variety of purposes such as creative story writing, letter writing, reading response journals, poetry, book reports, newspaper articles, and research. Careful attention to the mechanics of cursive writing, spelling, grammar, and vocabulary, is taught to enhance the students' ability to communicate effectively. Oral reports are assigned. A weekly Buddy Reading Activity with the Primary students provides a wonderful opportunity for the older students to develop leadership skills. Teachers monitor student work on a regular basis.

A variety of teaching strategies and resources are used in Mathematics. Students are provided with opportunities to apply what they learned to solve 'real-life' problems. Student work consists of daily assignments, quizzes, tests and projects.

The EEC observed the students in Social Studies engaged in various activities such as discussions, note taking, and projects designed to meet the learning outcomes and to actively involve the students in gaining knowledge and a better understanding of our world past, present, and future. Topics covered include: Canadian history, Aboriginal studies, mapping and ancient history. Student evaluation is based on classroom assignments, projects, quizzes, tests, observation and participation.

Course outlines reflect that the study of Science in Grades 4 to 8 is designed to stimulate students' interest and curiosity in the natural world through exploration of the sciences. Teacher-led discussions, textbook readings, student experimentation, and research projects ensure that students expand their knowledge and application of

Science concepts. Assessment and evaluation is primarily through lab reports, quizzes and tests, projects and presentations.

A specialist teacher provides core French instruction to the Grades 5 to 9 each week. A varied curriculum beginning in Grade 5 includes reading, writing, and oral activities. Emphasis is placed upon fostering a continued enjoyment of learning another language while the importance of mastering more complex grammatical skills, both written and conversational, increases as the students advance through these grades. A wide variety of resources, such as: Bienvenue A-D, the Acti-Vie Series, and Savoir Faire (Passage 1 & 2) are utilized.

Physical Education is taught twice per week to the Grades 5/6 and 7/8. Course outlines indicate the content to be covered, learning outcomes, and evaluation and assessment to be used. The program includes team sports, games, and trips off-site for swimming, skating, gymnastics, and skiing. The EEC observed a cooperative station approach to teach students necessary soccer skills.

The Visual and Performing Arts is taught by the classroom teachers and is frequently integrated with other subjects. Christmas and spring musicals, Worship Teams, and a play production have provides opportunities for the whole school to share their special talents and abilities with an audience.

A locally developed Biblical Studies course is integrated throughout the students' school day. The program is designed to equip students for daily living and service.

Personal Planning is scheduled for one or two periods per week. Course outlines include the learning outcomes and the activities to be used for students to learn the course content and develop the skills, attitudes, and behaviours to enhance their personal well being. The Grade 9 class has three blocks of Health and Career Education (HCE) per week.

The school reviews its FSA results for Grades 4 and 7 with the purpose of developing instructional strategies that will enhance student achievement in literacy and numeracy across the grades. Practice tests are taken in the spring to ensure that students are prepared for these annual standardized tests.

The EEC encourages the Primary and Intermediate teachers to further develop their assessment methods using the BC Performance Standards as a tool.

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

The Ministry-prescribed learning outcomes for Grades 4-10 in Math, Language Arts, Social Studies, Science and French as a second language are being met. The

Ministry or authority-approved learning outcomes for Physical Education, Fine Arts, and Personal Planning are also being met. Subjects meet the recommended time allotments as described in the Ministry of Education's kindergarten to Grade 12 Educational Plan.

New Graduation Program (2004) and Graduation Program (1995)

Due to low student numbers and the fact that students receive instruction in the same classroom, both Graduation Programs will be discussed in this section.

Penticton Community Christian School has two Grade 10 students on the New Graduation Program (2004). There are no Grade 11 students this year and the one Grade 12 student is on the Old Graduation Program (1995). The Grade nines are also grouped in this "High School" room receiving core academic instruction at the same time. Their core academics will be commented on in this section. As the High School is on a two semester system not all courses could be observed.

The school offers all subject required courses for both graduation programs. The school's elective courses may change yearly based on student interests. The timetable has been flexibly arranged to suit student need. Study blocks are also scheduled into the timetable. During study blocks the students remain within the class receiving teacher support, working on academics.

Administration ensures students meet and exceeding the overall 80 credit (2004 program) or the 52 credit (1995 program) requirements. A sufficient number and selection of courses are offered enabling students to meet BC graduation requirements as specified in the Educational Standards Order (Section 5).

The EEC clearly recognizes that the school is meeting overall time requirements with 904.2 hours of instruction; however, suggestions were made to examine ways to increase time allotments of each graduation 4 credit course to comply more closely with the recommended 100-120 hours per course.

Switched-on-Schoolhouse ("SOS") software has been purchased for utilization by the Grade 9-12 class to partially fulfill Ministry-prescribed learning outcomes in a variety of courses: English (9, 10, 11, and 12), Social (9, 10, and 11), Math (9, 10), Science (9, 10), Bible (9, 10, 11, and 12). "SOS" is a comprehensive program which provides a large number of exercises, covering most curriculum organizers in most core subjects and Bible. Ministry-prescribed learning outcomes link with the outcomes and assignments of the "SOS" program. Course outlines and unit plans reflect their linkages. Additional material and texts supplement the computer programs when needed. The EEC recognizes the balance between the teachers' directed learning and computer guided instruction that was observed and encourages the school to continually reflect on and maintain this balance, especially as the school's population increases.

The EEC confirms the English and Math (9, 10, 11, and 12), Socials (9 and 10), Science (9, 10, 12), Planning 10, Business Education (9 and 10), Marketing 11, and French (9 and 11) course outlines include content, Ministry-prescribed learning outcomes, teaching strategies/activities, evaluation and assessment methods, and links to Ministry curriculum organizers. Most contain links of IRP's to the "SOS" program as well. The staff is to be commended on the standardization of outline format being achieved, as well as the number of course outlines that have been upgraded in a short period of time with so few staff members. The school intends to update course outlines for courses not recently taught.

All grades receive English instruction simultaneously, but each grade works on its own curriculum. Students were observed working on the "SOS" program. Each student is provided with instructions and then has access to the teacher for clarifying directions and extension of concepts. The unique setting allows for differentiated student learning and the addressing of various needs and abilities. Assignments are submitted to and tracked on the teacher's computer. The EEC observed a variety of student assignments both through the teacher's computer assessments and through viewing student binders: vocabulary exercises, poetry assignments, novel studies, various forms of writing/essays, and reading comprehension. Students receive written feedback on the hardcopies of subjective assignments, and ongoing oral feedback for all assignments. A number of rubrics for marking monologues, paragraph writing, personal essays, oral presentations, poems, and personal reading responses are utilized. The six point evaluation criteria derived from the BC Performance Standards for impromptu writing is also used.

The Math course outlines and student activities are coordinated with the "SOS" lessons where applicable. Grade 9 and 10 students were observed working on the "SOS" at various levels and stages of the curriculum. Discussions with students confirmed a good grasp of concepts. Evaluation is based on daily computer assignments, quizzes and unit tests. The 11 and 12 grade levels are taught primarily from texts, teacher resources, and teacher made materials. The "Integrate Pro," a program for maintaining student records is utilized to centralize all student scores. The extensive record keeping and the number of locations for assessments at the High School level leads the EEC to suggest that this program be utilized for all High School subject areas.

Although Socials Studies is taught second term, the EEC confirms that Ministry outcomes are being met on the "SOS" program. "SOS" assignments are modified, the Christian Home Electric School computer program is used, and links between computer assignments and learning outcomes are recorded. Research resources, the internet, and videos are also used to enhance the program.

Grade 9 and 10 Science students are presented with the content from life, earth and space, and physical Science, as well as learning the applications of Science. Grade 11 and 12 students are offered Biology and Chemistry 11 and 12.

The “SOS” program is used primarily for the Grade 9 and 10 curriculum. Course outlines indicate assessment occurs through lab performance and reports, in class participation, comprehension assignments, quizzes, and unit tests. With restricted access to lab equipment the teacher creatively uses numerous home product labs to supplement. The EEC suggests, however that the school consider ways to enhance the Science facilities, resources and equipment to more adequately address experimentation in the Secondary Science courses.

The students in Planning 10 complete a comprehensive number of both teacher made forms and computer-generated tasks. The students prepare for oral presentations, complete post-secondary research, self-evaluations, and graduation pathway forms. Assessment includes homework marks, quizzes, worksheets, application forms, and unit tests. Portfolios are well organized and student-learning plans are in place. A systematic order of portfolio completion has been laid out for the students. Each of the six portfolio aspects is addressed in Planning 10 and in Grade 11 most aspects are completed with weekly teacher consultations. Teachers are made aware of evidence that could be submitted by students. When students complete work experience requirements, the school ensures all workplace safety documents are in place. CAPP 12 meets the Ministry IRP’s and is offered to any student enrolling in Grade 12.

The four grades take Physical Education together, thereby creating a group large enough to make teams for games. This age group uses the field behind the school. Sports theory instruction occurs on rainy days. Physical Education field trips are taken throughout the year ensuring all units of the curriculum are adequately addressed. Emphasis is placed on participation, regular attendance, and dress code. Learning focuses on active living, movement, and personal/social responsibility.

French is taught as a second language. Resources include texts, workbooks, and tapes. Student activities include poster projects, workbook completion, listening and responding to tapes, engaging in conversations, mind mapping vocabulary, and participating in oral games. Assessment is based on quizzes, tests, oral pronunciation and conversational ability, self-assessments, response projects, and daily school and home assignments.

Bible lessons begin with Bible readings, discussions and debates. Follow up “SOS” assignments are assigned. Evaluation includes participation in discussions, written assignments, and memorization of verses, quizzes, and tests.

The school has policies concerning challenges, dual credits, and equivalently. The school permits independent directed studies, and external credentials.

Penticton Community Christian School’s BAA courses are Bible (10, 11, and 12), Public Speaking 10, and Yearbook 12. These courses have been approved and do meet the 10-point criteria. The Chair of the EEC reviewed and signed the course cover sheets. The school does not offer locally developed courses.

All the Grade 10 and 12 students are registered in the Graduation Program.

The school had three students participate in the grade 11 Social Studies validation exam (2005). All Grade 12 students participated in writing the English and Biology exams. Students' average school marks were higher than the exam marks. Although this was the first year the school wrote exams and this was a very small sampling of students to base the results on, administration and staff analyze results to discern relevant patterns, to set school goals and to develop a performance standard parallel to the exams.

The school follows the procedures in the Graduation Handbook for exam administration. Exams are written after each semester ends.

The EEC confirms that all authorized courses in the Graduation Program include content, learning outcomes, teaching strategies and evaluation and assessment methods. Daily lesson plans and classroom observation give evidence that the Ministry prescribed learning outcomes are being met.

The Graduation Program, which includes all courses numbered 11 and 12, includes the learning outcomes specified in the educational program guide for that course (except locally developed courses). A sufficient number and selection of courses are offered enabling students to meet BC graduation requirements as specified in the Educational Standards Order (Section 5).

Additional Items for Kindergarten-Grade 12

Many instructional resources are centralized in a newly created storage room. The classrooms contain all texts currently in use. Although some texts are somewhat dated, each grade has ample texts in each subject area. In addition the school has many teacher made materials/resources for supplementing the programs, and many Christian based texts for integrating the Christian mission of the school. The school has been purchasing new texts: Math texts for grades seven and up, Science books for the lower grades, and Science texts for grade twelve.

A resource room houses Physical Education and Science equipment, as well as extra computer hardware.

The school has older computers in the Primary and Intermediate classes and six in the Grade 7/8 class used for word processing and keyboarding. A computer with internet access has been recently added to the open office area for use by parents and staff. An impressive computer lab/high school classroom has been established. That room has eleven Pentium fours on a network with internet access. Other classes can book the room when the high school class is not there. The most frequently used student software is Switched-On-Schoolhouse "SOS", Scholastic Programs, Christian

Home Electric School, All the Write Type, MS Word, and Open Office. Although in the initial stages, the school is working towards implementing Information Technology instruction for all students.

The library is located along the perimeter of the high school classroom and all classes can book usage of it. A balance of fiction and non-fiction resources has been achieved. The books are being recatalogued now that the school has an updated computer system. Presently all books are color coded for ease of replacing, and a sign out system is in place. There are many sets of encyclopaedias and magazines. A video section contains Socials, Science, Bible, and CAPP/Planning related media. Teachers also make use of the Penticton Public Library with fieldtrips and bring in library resources themselves. Each classroom also contains more recent novels, research references, and picture books.

Currently Penticton Community Christian School has two home-schooled children registered. The school offers the parents of these children access to the facility. The EEC finds the school is in compliance with Section 10 of the *Act*. The school is not delivering any educational instruction to these students.

The school has recently submitted two special education grant applications awaiting Ministry approval. EEC confirms the enrolment of these students and the development of two Individual Education Plans (IEPs) and one Case Management Plan (CMP). Both the IEPs and the CMP contain all the required components. In anticipation of qualifying, administration has developed a separate special education budget, implemented the IEPs/CMP and has an SEA in place seven and a half hours a week for each child. Administration also offers daily counselling support, and is investigating community contacts for diagnostic and therapy services.

There are two report card cycles: one for the classes on the linear timetable (K-8 classes) and one for classes on the semester system (9-12 class). The students on the linear system receive reports three times per year. The reports contain learning outcomes covered during the term, effort marks for work habits, and general comments with ways of supporting learning. The Intermediate reports have letter grades. The students on the two-semester system receive three reports per semester. Semester reports include letter grades with percentages, effort marks for work habits, and anecdotal comments for each subject. Teachers also issue additional, informal reports if necessary.

Building leadership skills is emphasized in the school. A student council is in its first year of implementation. The school is in the process of forming a school counselling team, a student evangelism team, student service project teams, a sports house team, and a student special events team. A "caught in the act" program provides staff with a way to acknowledge students; recognition is provided during school assemblies.

Many extra events are woven into the timetable. There is a buddy computer and reading time for the Primary and Grade 7/8 classes. Students also read to the elderly at the Trinity Care Centre. The school puts on two school wide musicals/presentations a year. Theme and hot lunch days are part of the schedule. Chapel is timetabled every Friday. The school makes good use of parent volunteers for supervision support and assistance within classrooms. Presently soccer games are organized during lunchtimes by the staff.

Many field trips provide direct experiential learning in support of curriculum. With no gym on site the school has an arrangement with Concordia Lutheran School for the Grade K-6 students to access theirs. Many other Physical Education trips to community facilities are arranged. The school has Friday swim days and uses the nearby beach for volleyball games. Skiing and skating sessions occur during winter months. In the spring students compete in track meets against Kelowna Christian School and the local School District.

7. REPORT SUMMARY

Commendations

- The EEC commends the school for the effective and well structured administrative organization.
- The EEC commends the school for detail given to policy development, the effective communication of policy to students, parents and teachers and the degree to which the school's philosophy flows through to its policies.
- The EEC commends the school for the clear evidence of the staff commitment.
- The EEC commends the school for the degree to which the philosophy and mission statement impacts curriculum, teacher/student interactions, and the larger school community.
- The EEC commends the school for maintaining a building that is clean, bright and alive with displays and for its objective to provide a new facility at a different location.

8. SUMMATIVE RECOMMENDATION

It is the opinion of the External Evaluation Committee that Penticton Community Christian 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.

Board Authority Authorized (BAA) Courses - Appendix B

Course Name	Ministry Code Number	Meets 10 pt. criteria
Public Speaking 10	YPUS 10	Yes
Yearbook 12	YYB 12	Yes
Bible 10	YBIB 10	Yes
Bible 11	YBIB 11	Yes
Bible 12	YBIB 12	Yes

Statement of Compliance

The EEC confirms that the above-listed courses meet the ministry requirements for Board Authority Authorized (BAA) courses.