

SIMON FRASER UNIVERSITY

S. 83-16

MEMORANDUM

To..... SENATE.....
.....
Subject... POLICY..ON..B.C.. PRIVATE HIGH SCHOOLS..

From..... ALAN C. McMILLAN.....
..... SECRETARY, S.U.A.B.....
Date..... 17TH. DECEMBER, 1982.....

Action undertaken by the Senate Undergraduate Admissions Board at its meeting of November 25th, 1982, gives rise to the following motion:--

- MOTION:
- " That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-16
 - " That for admission from a Private High School, Simon Fraser University consider for admission only those qualified applicants from Private High Schools granted Group II status under the Ministry of Education guidelines. That this policy become effective for applicants in 1984 and subsequently. "

*Motion Referred
by Senate
10/11/83*

RATIONALE:

The Senate Undergraduate Admissions Board was concerned that private secondary schools could operate on the Ministry of Education program without having to be accountable to an inspection process and that recognition of non-inspected schools by SFU could be seen as counter productive to our efforts to maintain high standards. It was for these reasons that the SUAB opted for the above motion which will ensure that applicants enter only from private high schools which have undergone an external evaluation as outlined in Appendix A.

Attach.
ACM:bc

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... SENATE UNDERGRADUATE.....
..... ADMISSIONS BOARD.....
Subject..... PRIVATE HIGH SCHOOLS -- SUAB 98..

From..... ALAN C. McMILLAN.....
..... SECRETARY, S.U.A.B.....
Date..... 21ST. OCTOBER, 1982.....

Historically, the University has accepted for admission, applicants graduating on the Ministry of Education Secondary School Curriculum, whether from a public or private school. The one exception has been Columbia College where the Grade XII program has not been accepted for admission even though we have recognized the majority of their college transfer courses.

Columbia College has requested that we recognize their Secondary School program for admission purposes. Their request is attached.

The current enrolment (82-3) at Columbia is 460 students. Approximately 40% are studying on a university-transfer program, while 40% are in their secondary school program, with the remaining 202 studying as ESL students only. Given our current policy and the fact that Columbia teaches the Provincial curriculum, it seems we have no justification for not accepting a Secondary School graduate from Columbia.

However, we do need to review the entire private school situation in the Province and our policy regarding these schools. At present, there are approximately 200 private schools in B.C., ranging in size from a dozen students to those enrolling several hundred students. Approximately, 70 of these schools offer a Grade XII program.

The Ministry of Education (Independent Schools Division) categorizes independent schools into three categories. They include:--

a) GROUP II SCHOOLS

These schools receive 30% funding based on an FTE count for Canadians and Landed Immigrants enrolled. They must teach the B.C. approved school curriculum and they are fully inspected by the Ministry.

b) GROUP I SCHOOLS

These schools receive 9% funding (as above). They are not required to teach the B.C. curriculum and apparently most of them do not. These schools are inspected only for facilities, safety, health and space and to qualify for funding, they must ensure that they are not fostering political, religious, or social intolerance. The Ministry does not monitor these schools and approval for funding is given provided there is no evidence that they contravene the above.

c) NON-FUNDED SCHOOLS

All schools in this category are eligible for registration and allocation of textbooks from the Ministry. Some of these schools do operate on the Ministry's curriculum.

The list of schools in each category has been requested from the Ministry. They have agreed to provide such lists.

The major concern in the Admissions Office is the ease with which a new private school can be established, and be allowed to teach the Provincial Curriculum without any inspection. Four such schools have been set up in the last twelve months and there have been several enquiries from individuals considering such a project.

The following suggestions are presented for discussion:--

- 1) Continue the existing policy of recognizing all schools teaching the B.C. Curriculum and closely monitor the progress of all students entering from private schools. Those schools that prove to be providing inadequate preparation for success in first year will be advised that their program will no longer be accepted by SFU.
- 2) Accept graduates from Group II schools only.
- 3) Accept Group II schools without condition and

Group I and non-funded schools conditionally and establish an internal review based on academic success of entering students.

- 4) Reserve making a decision until we have an opportunity to review the private school lists being provided by the Ministry.

Attach.
ACM:bc

EXTERNAL EVALUATION OF INDEPENDENT SCHOOLS
IN BRITISH COLUMBIA

APPENDIX-A

I Preamble:

In 1977 the Legislature of British Columbia enacted the School Support (Independent) Act which for the first time in over 105 years provided for public funding support to independent denominational and non-denominational schools in the province. Schools are classified by the Inspector of Independent Schools as Group 1 or Group 2 schools for support grant purposes.

Group 1 classified schools satisfy minimum requirements as set out in Section 5, School Support (Independent) Act. They obtain as a grant for each "qualifying" pupil 9% of the operating cost per pupil of the public school district in which the independent school is located. Group 2 classified schools not only satisfy the minimum requirements, but also the additional provisions of Section 6, School Support (Independent) Act. These relate to curriculum, time allotments, school operation and administration, and teacher certification. The level of funding for these schools for each "qualifying" pupil is increased to 30% of the operating cost per pupil of the public school district in which the school is located.

The Inspector of Independent Schools appoints External Evaluation Committees to assist in the classification of independent schools. He names the members and prescribes their duties.

II Function of External Evaluation Committees:

The work of the E.E.C. provides confirmation that the criteria for funding set forth in the SS(I) Act are being met by the schools receiving government support. It confirms that these schools are serving their pupils and the public interest in a manner which merits public support.

III Structure of External Evaluation Committees:

The assignment of the E.E.C. determines its size and composition. Committee sizes vary from one-member committees evaluating kindergartens and special education programs to six members required to evaluate large elementary-secondary schools.

The formulation of E.E.C.'s is outlined in the following table:

TABLE I

Composition of External Evaluation Committees According to Size and Assignment

<u>Committee</u>	<u>No. of Members</u>	<u>Structure</u>	<u>Assignment</u>
=1	1	Education Consultant	Special Assignment
=2	3	Chairman Primary Specialist Intermediate Specialist	Elementary or Small Elementary-Junior Sec. Schools K-IX
=3	4	Chairman Secondary Consultant Sec. Subject Specialists(2)	Junior-Secondary Schools Senior-Secondary Schools Junior-Senior-Sec. Schools
=4	6	Chairman Secondary Consultant Primary Specialist Intermediate Specialist Sec. Subject Specialists(2)	Elementary - Secondary Schools K-XII

The Chairmen of E.E.C.'s have so far been chosen from a select list of recently-retired Superintendents, Assistant Superintendents, and Directors of Instruction. Secondary Consultants have so far been either former Assistant Superintendents of Schools, or former Directors of Instruction with acknowledged expertise and experience in secondary education.

Elementary Primary and Intermediate Specialists, and Secondary School Subject Specialists are seconded from the various independent schools in the province under a co-operative arrangement through the Federation of Independent School Associations (FISA).

The size of the school and the circumstance determines the time devoted to the external evaluation of a school. An E.E.C. currently spends one to two days for the evaluation and reporting on an elementary school, and three days for most other types of schools.

IV Process and Procedure:

Prior to an external evaluation of a school, the Inspector or his staff examines the annual data submitted by the school to determine whether the reported information satisfies the criteria for funding at the Group 2 classification level. The E.E.C. reviews the data and the conclusions of the Office of the Inspector of Independent Schools before visiting the school. The committee uses the data to gain an understanding of the school and confirms through its visit that the reported school information accurately reflects the current school situation.

In the evaluation process of a large elementary-secondary or secondary school, the Secondary Consultant visits the school several days prior to the visit of the E.E.C. On this visit the Consultant tours the school, obtains additional information from the principal, and reviews the "Catalogue of School Data" with him. The "Catalogue of School Data", which is completed by the principal, contains greater detail on school organization and operation to supplement material already available to the E.E.C. The Consultant, with his most recent and direct knowledge of the school, is a resource person to the E.E.C.

The E.E.C. plans, where possible, to meet briefly with the staff before visiting classrooms. This practice affords an opportunity for the school staff to meet committee members, to "break the ice", and to resolve any difficulties or concerns about the external evaluation.

During the evaluation period at the school it is helpful for the committee to have a small room or private area available to them where members may meet to consult.

The School Support (Independent) Act requires the "authority" to agree to assist the E.E.C. to examine and assess programs, operations and administration in the school. This assistance involves making available information and records to the Chairman of the E.E.C., and providing access to classrooms during instruction, and to other areas of the school. The committee members, therefore, examine records, visit classrooms and discuss items with personnel within the school.

In general the committee examination determines whether the established curriculum complies with the minimum instructional time requirements in the course subject areas under evaluation. Independent School Circular #12 outlines these time requirements. For Elementary Schools the requirement is 80% of the "target time" stated in the Administrative Handbook for Elementary and Secondary Schools. In the Secondary Schools the requirement is 100 hours per year for each course. There are special circumstances, however, in some schools and the Inspector exercises discretionary authority on the merits of the situation within reasonable limits.

The committee determines whether pupil progress is demonstrated in the various course subject areas by an adequate testing program. Through classroom visitations, committee members gain a feel for the school and a broad understanding of how the school's programs are implemented.

The committee assesses the programs, operations and administration to determine their appropriateness and effectiveness and to confirm that they correspond with the paper information available to the Inspector. This assessment involves the examination of the timetable, pupil records, school regulations and practices, and

teacher assignments and qualifications. The committee also reviews teacher certification information to ensure compliance with Section 6(e), SS(1) Act.

Although external evaluations may be scheduled at any time, there are two main external evaluation periods. The first period is in November. At that time schools are well into their programs and have their operational practices in place. The routine series of regular external evaluations are usually scheduled during this period. There is a second evaluation period in March. The number of schools evaluated in this period depends on available funds at the time. Current practice affords external evaluation preference to new schools, and the interim re-evaluation of schools whose continued Group 2 classification is subject to certain changes being made within a stated time span.

Present schedules provide for the external evaluation of Group 2 classified schools at least once in a four-year period. In the interim the Inspector or his appointee visits the school periodically in a monitoring process to review the annual data submitted, discuss concerns with the principal and/or staff, and answer questions on any matters pertaining to the SS(1) Act.

V External Evaluation Committee Report:

At the conclusion of the external evaluation period the E.E.C. prepares a report to the Inspector of Independent Schools. This report outlines the observations of the committee on the items in Sections 5 and 6, SS(1) Act. These observations must be first-hand observations and must not include indirect observations made on the basis of hearsay remarks. The report carefully avoids making reference to individual teachers. Teacher evaluation is not the purpose of the external evaluation process. The chief purpose is to assist the Inspector in determining the classification level.

Although the report is to the Inspector (and the committee is not at liberty to divulge the substance of the report before submission to the Inspector), staffs are often anxious to obtain some of the committee's impressions about the school before it leaves. The Inspector encourages committees to meet with staffs when it is feasible, to answer questions, and to discuss items of the staff's concern before the committee departs from the school.

VI Action Following the Report:

The Inspector reviews the report of the E.E.C., and arranges to share the contents with the interested parties. The report is a confidential document but the Inspector normally provides a copy to the authority. The authority in turn may then

arrange for the school principal to review it.

The Inspector usually meets, a month or two after the evaluation, with school trustees or authorities, the principal, and sometimes teachers to review the report, answer questions, offer educational advice, and receive feedback on the evaluation process. If the authority, on behalf of the principal and staff, requests a professional meeting to discuss aspects of the report, the Inspector invites the Chairman of the E.E.C., and any available committee members to meet with him and the professional staff of the school. At such a meeting free discussion on a professional level is encouraged, but no written records are kept of the discussion.

VII Outcomes of Independent School Evaluations:

The fundamental purpose of external evaluations is to assure the Minister of Education and the public that schools in receipt of public funding satisfy the provisions of the School Support (Independent) Act. The evaluations will also, in many cases, provide an external view which should assist school authorities in their efforts to achieve educational excellence.

VIII Postscript:

Other Evaluations

Because of the restricted nature of their task, External Evaluation Committees sometimes do not fully meet the expectations or fulfil the hopes of school authorities and staffs. Part of the reason for writing a description of the evaluation process has been to assist authorities, principals, and teachers to have realistic expectations about the outcome.

From a professional point of view, it would be highly desirable periodically for every school to contract for an external evaluation on its own terms, to choose its own evaluators, and to specify the kind of evaluation desired. Such evaluations could be in-depth "formative" investigations of certain subject areas, or of organizational aspects of the schools, or of the total school program. Evaluations of this kind, while expensive, need not be joltingly so.

Consideration may also be given to intensive self-evaluation by schools, using some formal method such as that outlined in the elementary school self-assessment booklets and secondary school accreditation booklets available from the Ministry of Education.

While voluntarily undertaken evaluations of a "formative" design are by far the most useful in attaining excellence in schools, all those connected with external evaluations conducted through the Office of the Inspector of Independent Schools nevertheless hope that their efforts will be of some limited educational value in addition to fulfilling the more mundane purposes of classifying schools for grant purposes. The purpose of the School Support (Independent) Act is, after all, to assist in developing and maintaining high quality education in a wide variety of good schools throughout beautiful British Columbia. External evaluations of independent schools by government-appointed committees are not intended, nor should they ever be intended in the future, to inhibit the schools' legitimate work, but only to meet legal requirements and to assist responsible, independent teachers to contribute freely and competently to the common good in ways which their compassion and consciences lead them.