

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADIAN BILINGUAL SCHOOL OF PARIS

PARIS

REPUBLIC OF FRANCE

DECEMBER 1-2, 2022

INTRODUCTION

On December 1 and 2, 2022 an onsite certification inspection was completed on the Canadian Bilingual School of Paris (CBS-Paris) in Paris, Republic of France, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspector, appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, was Doug Lauson.

The School's BC program has an enrolment of 90 students in grades 1-12.

During the visit to the School, the Inspector reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Offshore School Representative (OSR), BC Principal, BC teachers, support staff and students. Unfortunately, the Owner/Operator had to cancel her attendance for the inspection due to a last-minute family emergency. However, the Inspector met with her online from the School to discuss the inspection items.

The Owner/Operator, H  len   Leone, is responsible for the BC program. In the initial years of operation, the Owner/Operator also held the position as principal of the School. At that time, the School had a small enrollment but now has increased in size requiring relocation to larger premises. For the past three years the Owner/Operator has stepped away from the direct management of the School, hiring a principal to supervise the day-to-day operations and a Chief Financial Officer (CFO) to manage the School's finances. The Owner/Operator now resides in British Columbia and manages the marketing and admissions.

The BC program's philosophy, objectives and special features include being a truly bilingual school that offers seamless instruction in both English and French. The School also offers its diverse student population of 25+ cultural backgrounds a bicultural North American and European education. This rebranding of offering and bilingual and bicultural education has resulted in the increased enrollment despite the COVID-19 pandemic. The School has already



received 100 applications for 2023/24, which will be over-capacity for the current facility and therefore the School is planning to relocate again to still larger premises that can accommodate up to 200-250 students. The Inspector toured the new facility and was impressed with its open layout and contemporary design.

The School collaborates with parents in the education of their children providing daily communication using technology and through a variety of extracurricular community events such as the Mother's Day tea and curriculum night.

The Team would like to thank the Canadian Bilingual School of Paris for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.

☐ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met ☒ Not Applicable

Comment:

The previous report did not contain any requirements but did contain a suggestion that the School translate all necessary documents from French to English. This has been completed with building facility documents, criminal record checks and teacher/principal contracts.

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Owner/Operator submitted a detailed business plan in the Annual Report. The School's enrolment has increased significantly since 2021 to 90 students. The large majority of the students are foreign nationals from 25 diverse cultures/countries. The five year plan estimates that the student body will grow to 175 students by 2027/28, which will require the relocation to the larger facility.

The growth of student population appears to be the result of the Owner/Operator embarking upon a strong rebranding and marketing program. At the recent Canadian ambassador's Christmas celebration, the Ambassador spoke to the distinguished guests of the School's accomplishments and growth. He thanked the students who had volunteered to help at the function. The School also caters to the diplomatic core by having year-round entry to



accommodate diplomat postings which usually occur in January of each year. Therefore, the School is expecting a slight increase in enrolment in January 2023.

The School is located in the sixteenth district of central Paris within a short walk to the Eiffel Tower, Trocadero Gardens, and the Trocadero Metro station. It is located on a single floor that houses the reception, principal's office, classrooms and small staff lunchroom. In the centre of the floor is a multi-purpose gathering space. Being located in the heart of Paris, the School does not have a playground but uses a nearby park for outdoor activities. It also sends all students on Tuesday afternoons to a local activity centre for physical education, and on Fridays kindergarten to grade 6 go to a local gymnasium. To accommodate the anticipated increase in enrolment in September 2023, the School is in negotiation for a larger property further up the same road.

Competition to the School is from several other large international schools in the vicinity. Therefore, the marketing strategy of the School is to promote small class sizes (20:1 max.), the bilingual and bi-cultural education, and emphasizing their education program as backed by the Provincial Government of British Columbia.

The Owner/Owner is a professor at the Faculty of Education, University of British Columbia and is finishing the final draft of a paper to be published entitled: *The post-pandemic re-positioning of a Canadian bilingual offshore school in the Paris region: the value-added of purpose, presence, and place*. The Inspector was able to read the draft; it describes the results of a forensic analysis of the School's positioning in international education programs in France.

Commendation:

The Inspector commends the Owner/Operator for the research that was done to determine the School's positioning in the international schools' market in France, and for the rebranding marketing that has now placed the School on par with some of the larger, well-known international schools resulting in increased enrollment.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Owner/Operator meets the ownership requirements as outlined in section 5.00, qualification criteria for Owner/Operators and Schedule A of the Agreement. In addition to



these requirements, the Owner/Operator holds a Certificate of Qualification (COQ) from the Teacher Regulation Branch of BC.

With the Province's approval the Owner/Operator retains an Offshore School Representative (OSR) in accordance with the requirements set out in Part II of Schedule B. The Owner/Operator is aware that it must advise the Province if it comes to its that the Offshore School Representative (OSR) is acting in a manner that is inappropriate or gives rise, either directly or indirectly, to any conflict of interest or the perception of a conflict of interest, in relation to the performance of their obligations to the Owner/Operator.

Commendation:

The Inspector commends the OSR who has been with the School since it opened in 2015 and provided supports and advice to the Owner/Operator that enabled it to continue to improve and grow. The OSR's wealth of experience with the BC Offshore School Program and BC's curriculum has been invaluable to the success of the School.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Inspector reviewed the translated documents submitted with the Annual Report and confirms that the School has:

- approval to open an independent Primary School from the Rectorat for Academic Institutions (January 13, 2018).
- approval to open a Middle and Secondary School from the Rectorat for Academic Institutions (July 7, 2017).

at the current school address of 4 rue du Commandant Schloesing, Paris.

The School has a Business Licence (2015) that allows it to operate in Paris. It was submitted to the Inspector in French and translated to English.

The School has an emergency plan that is in every classroom in addition to escape routes posted on the walls. The emergency response and drill plan describes actions to be taken in the event of a school-wide emergency such as fire, building evacuation, chemical spills, bomb threats, intruders, earthquake and lockdowns. There are First Aid boxes in several classrooms.



2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes and regulations. The facilities are deemed to be suitable to support the BC program.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School is on a nine year lease in the current facility but has the option to terminate the lease at the end of the current school year, which it intends to do in order to move to the new facility that can accommodate the anticipated increase in enrollment in September 2023.

The School submitted a Building and Safety Compliance report which is a multi-page document that describes the School facilities and classifies the School as a “Type 5 – Establishment receiving the general public”. This report is a safety notice that specifies the provisions adopted in terms of fire safety for the development work at the School. It also covers the ‘security’ of the School which includes, fire exits, smoke alarms, electrical, ventilation, etc.

The Inspector reviewed the School’s comprehensive emergency response and drill handbook. As described previously, it contains policies and procedures for school-wide emergencies and is concise and easy to follow.

Fire drills are conducted twice per term and earthquake drills once per term.

Except for the initial start of the COVID-19 pandemic, the School operation has been largely unaffected by the pandemic. Currently, the Republic of France has no COVID 19 restrictions, but the School does have a COVID 19 response plan that provides for ongoing remote learning in the event of a school shutdown. The plan has been vetted by the OSR for accuracy and functionality.

Comment:

When the School relocates to the new facility in the summer of 2023, it will have to reassess the documents (with English translations) that will be required for the 2023-24 school inspection including compliance and building documents and revisions of the fire and earthquake evacuation routes, etc.



2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in section 14 of the Agreement.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Offshore School Representative (OSR) is an experienced BC educator who has worked with offshore schools for many years. Her experience includes being a principal of independent schools and working for the Ministry of Education and Child Care. She is the approved OSR of two BC offshore schools including CBS-Paris with whom she has worked with since its inception.

The Inspector reviewed the OSR's job description and confirms that it meets the requirements of Section 14 of the Agreement and the Operating Manual. Her job description contains a specific clause (xiii) that requires her to report "to the Ministry, in a timely fashion, any critical information relating to any significant changes to the operation of the School and/or ownership that could have a negative impact on the School's operation. This includes proposed changes to the Owner/Operator governance structure, financial situation and student and/or teacher safety."

The OSR has additional responsibilities to mentor the new Acting Principal and assessing her performance. The Inspector discussed with the OSR these mentoring support systems and is satisfied that the Acting Principal is receiving ongoing mentoring online weekly and in person several times through the year. Initial assessment of the Acting Principal has already occurred and is scheduled again twice more in the new year.

Commendation:

The Inspector commends the relationship between the Owner/Operator and the OSR for being very collaborative, resulting in a school that continues to develop, evolve and grow over time. With the increasing enrolment and relocation to a larger facility, the School has stabilized and is now poised to further pursue its mission goals.



2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Acting Principal is new to the position for this year because the previous principal decided to return to Canada for personal reasons during the COVID-19 pandemic. Prior to her current position, the Acting Principal was teaching at the School, having worked there since 2016, its second year. The Acting Principal also has experience in British Columbia and New York schools having worked in various preschool, elementary and secondary settings.

The Acting Principal has a Letter of Exemption from the requirement outlined in Schedule B, Part III, (1)(d) of the British Columbia Offshore School Program Certification Agreement. To meet the requirements of the exemption, the Acting Principal and the OSR have developed a mentoring relationship through regular communications and prolonged onsite meetings when the OSR is onsite. These onsite meetings occurred before the School year started, are happening currently, and are planned again for early in 2023. The OSR has complete the first of three assessments of the Acting Principal as required by the Letter of Exemption (LOE).

The Acting Principal meets once a week with teachers on Tuesday afternoons when the student body attends physical education classes at the local activity centre. The eight professional development (pro-d) days are planned collaboratively with the staff, focusing on their needs. The completed pro-d days held at the beginning of the year focused on the requirements of BC's curriculum.

The Inspector examined the Acting Principal's job description and confirmed that it meets the requirements in Schedule B, Part III of the Certification Agreement of administering the School in its daily operations. The Acting Principal's contract was submitted in French with an English translation. It contains all the elements as described section 2.07(d) of the Annual Report.

Commendation:

The Inspector commends the Acting Principal for working diligently to prepare for this, her first inspection, submitting the required documents by the required deadlines and providing the Inspector with necessary documents during the inspection while still tending to her administrative daily responsibilities, a challenging task for even veteran principals.



2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

In addition to the Principal, the School has a Chief Financial Officer (CFO) who works closely with the Owner/Operator on non-educational and financial matters.

The Acting Principal is supported by an Administrative Assistant who also is the Receptionist of the School. She is responsible for the administrative functions in the Harts WebTESS school software as well as student and teacher files, keeping them current as required. The Administrative Assistant/Receptionist has been with the School for six years.

The Owner/Operator is in the unique position of having been the Principal of the School in its initial years and she holds a COQ from the BC Teacher Regulation Branch. She is therefore very aware of the educational operations of the School, and she provides mentoring, guidance and professional support to the Acting Principal. Both are in constant communication with each other several times a week dealing with the day-to-day operations of the School. This collaboration is not in conflict with the supports provided by the OSR, but in fact creates a three-person educational leadership team with each member having complementary roles.

Commendation:

The Inspector commends the leadership team for working collaboratively in support of the School.

2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Inspector examined the student files for all the items required and confirms that they are all present. The Administrative Assistant has created a filing system with a color-coded folder for each year that the student is at the School. The required paperwork for that year is in the appropriate folder. In addition, the School uses the WebTESS school administration system that contains demographic information in an electronic form. The folders contain hard copy documents such as signed consent forms, passport and visa photocopies, etc. The contents of each folder are tracked in a spreadsheet that separates documents required by the French authorities from those of the BC Ministry of Education and Child Care.



The parent and student consent forms contained in the files are the 2021/22 versions and the School will have all parents and students sign the 2022/23 versions by the start of the next school year.

Commendation:

The School files are well organized with an appropriate colour-coding system. The Excel spreadsheet ensures that all student files contain the required hardcopy documents for both governments.

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

There are six BC certified teachers at the School, three of whom are on Letters of Exemption (LOE). Due to the delay in obtaining two of the LOEs, the School hired those teachers as substitutes until the LOEs arrived. These three teachers are supported by the Acting Principal through a variety of ways. The Inspector discussed these supports with the Acting Principal and is satisfied that they meet the needs of the teachers who are teaching on LOEs.

One local national art specialist teaches the Art program under the supervision of the Acting Principal.

The School has a Letter of Exemption to teach the physical health education program with locally certified teachers. However, the School has chosen to use BC certified teachers in the planning and assessing of the program, with the instructional help of local national teacher assistants. The School provided criminal record checks for each of these assistants.

The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

The Inspector examined the teacher contract which was submitted in French with an English translation. It includes all the elements described in the Annual Report including hours of work, employment terms, compensation and benefits, etc. The teacher files have all the documents required including contracts, evaluations, copies of passport and visa, as applicable, consent forms, etc. This year, because of the Acting Principal's LOE, the Offshore School Representative (OSR) will take the lead in evaluating teachers with the Acting Principal observing and learning as part of her own mentoring.

Professional development has largely focused thus far on developing a familiarity and full understanding of BC's curriculum. Several teachers are new to the School and have been



mentored by the Acting Principal to use appropriate planning and teaching strategies that BC's curriculum requires for full efficacy. The teachers are generally working well in their grasp of foci of BC's curriculum.

Commendation:

The Inspector commends the School for effectively working around the city of Paris's land space restrictions to offer physical health education (PHE) classes. CBS-Paris has resolved this difficulty through a unique arrangement with the Energy Academy that sees the students going to its activity centre every Tuesday (whole school) and on Friday afternoons K-grade 8 students go to a local gym for PHE classes.

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The School has standardized the planning documents to make it easier for teachers, new and experienced, to adapt quickly to teaching BC's curriculum. These standardizations include the common use of Google Drive to share documents and the requirement to do the 'Year on a Page' (overviews) and unit planning on universal templates. Daily planning is left to the individual teacher's style of planning/instruction.

The Inspector reviewed these planning documents to determine the extent to which BC's curriculum was being implemented. Examination revealed consistency of planning through the unit templates and a good use of technology among the teaching staff. In particular, the 'Year on a Page' was impressive due to the contained 'hot links' that takes the user to the next level of detail planning for that unit. The daily planning of some teachers included checkmarks and notes illustrating that there was self-reflection on the part of the teacher as to how the lessons went.

Unit plans indicate that Core Competencies and First Peoples Principles of Learning (FPPL) are being taught and appropriately assessed. The School has chosen to focus on one Core Competency each term; the first term focus is Social Awareness. Classroom observations by the Inspector confirmed that teachers are emphasizing the development of this Core Competency. All students will be required to undertake a self-assessment of this Core Competency in three weeks.

Rubrics are used extensively by teachers to gauge student achievement. Since its inception, the School has required that each student have a unique assessment binder, originally referred to as the 'red' assessment binder (now black). This unique binder provides evidence of student learning and is used in parent-teacher conferences to illustrate to parents their



student's progress. Student-led conferences are held at the end of the school year to celebrate the student's work.

The Inspector also reviewed the Individualized Education Plans (IEP) used at the School and confirms that they contain all the elements required to fully support the student's learning. The IEP includes the student profile, SMART goals, in-class accommodations and spaces for parental signatures.

Commendation:

The Inspector commends the School for their thorough implementation of the curriculum, despite having teachers new to the School and therefore new to the concepts of BC's curriculum.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

English language proficiency assessments are done under the supervision of the Acting Principal within the first month of the School year and are reviewed regularly every six weeks thereafter, prior to the report cards. Students' proficiencies are graded according to rubrics of the common European framework of reference for languages for learning, teaching and assessment. This framework is commonly used in the European Union countries, consisting of six basic rubrics designated Basic User (A2 & A1), Independent User (B2 & B1) and Proficient User (C2 & C1), with the higher numeral indicating a higher level of proficiency. The six 'letter grades' are also used in self-assessment rubrics of Understanding, Speaking and Writing and in the qualitative aspects of spoken language use.

The assessment consists of two parts, assessment of the applicant's reading and writing abilities according to their grade level expectations. There is a simplified separate assessment for pre-K to grade 1 children.

Commendation:

The Inspector commends the School for being a truly bilingual school with teaching and learning occurring in both French and English in every class. During the classroom visits, the Inspector observed many instances of the teachers and students seamlessly switching the spoken communication from French to English and vice versa. If a student asked a question in French, the teacher responded in French; if asked in English, the response was in English. Sometimes, teachers would switch languages in mid-sentence.



2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has an equivalency policy for language course credits if the student has completed their education in one of the languages for which BC has a ministry-developed language course. It also has a policy for non-language courses completed in a different jurisdiction, awarding such courses with a transfer standing (TS) on official reports. The School does not permit course challenges.

The School offers two Board/Authority Authorized (BAA) courses, Yearbook 11 and 12, both of which have been approved by the Owner/Operator and are currently being approved by the Executive Director of the BC Offshore School Program.

The School does not offer any Online Learning courses, nor does it offer any Remote Learning courses.

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. € of the Agreement; namely, that all BC program courses offered in the School meet or exceed Ministry learning outcomes/learning standards identified in the educational program guides for each course.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School submitted the completed Appendix 1 of the Annual Report that shows all the courses taught at the School. The Inspector reviewed the appendices and confirmed that they accurately reflect what the School is offering students in terms of curricula choices. Since the submission, a Calculus 12 course has been introduced to accommodate a student's program. This course is scheduled to start in the second term and will be offered after school, outside of the regular school day.

The overviews ('Year on a Page') are submitted to the Acting Principal at the beginning of the year on the School's Google drive. Unit plans for each of the subjects in each of the months are contained in hot links in the overviews. The unit plan template is consistent for all subjects throughout the School. Each unit plan describes the Core Competency being used, the First Peoples' Principles of Learning being covered, teaching approaches, strategies & inquiry and assessments. They go further to describe the Know-Do-Understand concepts of learning as well differentiation, as needed.



Commendation:

The Inspector commends the School for the detailed planning documents that reflect the strategies used in teaching and learning and fully support BC's curriculum implementation and pedagogical approach to learning.

2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School provides 167.5 days of instruction per year. Students receive 5.5 hours of instruction per day, resulting in 921.5 hours of instruction in the school year. This exceeds the minimum requirement of 850 hours per year.

2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The documents examined demonstrated a variety of instruments and strategies are used by teachers to assess student achievement. School wide rubrics have been developed using performance standards. Teachers use both formative and summative assessments with several hands-on projects that stimulate student inquiry.

Two mid-term report cards are issued, each before the final first and second term reports. At the end of the year, the final summative report is issued. Mid-term report cards are bilingual and have a special section for both English and French competencies. Several Core Competency self-assessment templates are used to determine student proficiency (Emerging, Developing, Proficient, Extending) including 'I can' statements. Core Competency self-assessments are attached to the term reports which include a reflective section on the student's Core Competency goals for the next year.

Commendation:

The Inspector commends the teachers for authentically assessing student achievements using a variety of assessment methods.



2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has satisfactory in-house learning resources as well as access to a public library located in the same building on the ground floor. Through an agreement between the School and the public library, the students have full access to the library's resources. The purchase of in-house resources may be initiated/requested by teachers to the Principal, who then approves the purchase(s) and recommends to the Owner/Operator for final decision.

All teachers are supplied with Apple desktop computers and ceiling mounted LCD projectors in their classrooms and students are issued with iPads. Middle and secondary students are provided with laptops. There is a special budget for the acquisition of new technologies.

Commendation:

The Inspector commends the School for the use of technology by both teachers and students.

2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Inspector examined midterm and final report cards and confirms that they comply with program requirements as outlined in the Agreement Schedule C (g), and Sections 1 to 5 of the Ministerial Order 191/94 (the Student Progress Report Order enacted under the School Act).

Term report cards are issued in December, March and June, with midterm progress reports in October, February and May. Parent-teacher conferences are scheduled after each midterm report.



2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.
☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The parent/student handbook is available on the website. It is an online version of the physical copy that includes all the information about the day-to-day operation of the School that parents and students need to know from reporting an absence to grading/assessments and policies on substance abuse, anti-bullying, etc. The handbook is clear in its information and is printed in English and French.

The School's website is modern, well designed and provides potential applicant families with a comprehensive description of the School and its educational program. It contains links to Ministry of Education and Child Care documents to enable viewers to see and learn first-hand about BC's curriculum. A unique feature of the website are the helpful blogs that help potential parents decide which school to send their child(ren) to in Paris. This is particularly helpful to embassy families who are planning their transfers to France.

Commendation:

The Inspector commends the School for their website, which provides parents with detailed descriptions of the School's bilingual and bi-cultural programs through the BC program. The recognition of the School as an option for Canadian embassy employees by the federal Government of Canada is noteworthy.

2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.
☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Inspector examined the teaching faculty and support staff handbook that was updated for 2022/23. The handbook is a comprehensive document that covers everything a teacher or support staff member would want to know about working at the School. It covers day-to-day operations information and also focuses strongly on human resources matters that employees need to know. It also covers curricula items such as available resources, 'red' assessment binders (the unique characteristic of the School) and educational policies. Finally, it includes administrative policies such as risk management, technology use, anti-bullying, emergency procedures, etc.



Commendation:

The Inspector commends the School for the teacher and support staff handbook being well written, organized and easy to follow.

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in section 18 of the Agreement and section 2.28 of the Annual Report for offshore schools.

☐ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met
 ☒ Not Applicable

Comment:

The School does not currently offer Online Learning. All instruction is onsite.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in section 2.29 of the Annual Report for offshore schools.

☐ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met
 ☒ Not Applicable

Comment:

The School does not currently offer Remote Instruction. However, it is prepared to do so in case of future need.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Canadian Bilingual School of Paris for:

- implementing BC's curriculum as well as it does considering the number of new teachers on staff. The unit planning documents were consistent following a universal school template allowing new teachers to quickly grasp the concepts and pedagogy of BC's curriculum. The universal use of Google drive to organize and share curricula documents is also commendable.
- providing a safe and nurturing learning environment in which students feel cared for and safe. Several interviewed students described their school as a 'large family' in which they felt comfortable and eager to learn. The comments of several students indicated



that their teachers cared for them and provided the extra help needed for them to achieve their learning goals.

- the collaborative leadership of the Owner/Operator, Acting Principal and OSR who meet regularly online to discuss day-to-day operations and plan school matters. Both the Owner/Operator and the OSR mentor the new Acting Principal with all three working well together.
- the rebranding and marketing of the School that has resulted in it being more widely known in the Parisian area, resulting in an increase in enrollment.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at Canadian Bilingual School of Paris *continues* to be recognized as a British Columbia-certified school.

