

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

COLEGIO CANADIENSE

MEDELLIN, STATE OF ANTIOQUIA

COLOMBIA

OCTOBER 24-25, 2022

INTRODUCTION

On October 24-25, 2022, an onsite certification inspection was completed on the BC program at Colegio Canadiense in Medellin, State of Antioquia, Colombia, 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 Peter Drescher.

The School's BC program has an enrolment of 160 students, in grades 10, 11 and 12. This continues a pattern of increased enrolment over the past five years and is the highest since its inception in 2011. The BC program is housed within a larger pre-kindergarten to grade 12 school known as Colegio Canadiense (CC) which has been in operation since 2005. The entire campus, which houses the BC program, enrolls approximately 1200 students. All BC program students are residents of Medellin, commuting to school daily, and all but three students in the program are citizens of Colombia. The BC program utilizes five classrooms in two of the nine buildings comprising the entire campus.

During the visit to the School, the Inspector reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers, locally certified teachers, and students.

The Owner/Operator, Fundacion Colegio Canadiense, is responsible for the BC program. Students graduating from Colegio Canadiense obtain both the BC Dogwood and Colombian National Bachillerata High School Diplomas. Colegio Canadiense provides a rather unique program model which satisfies Colombian National Education requirements for pre-kindergarten through graduation and the BC program requirements from grades 10 through 12. The pre-kindergarten to grade 9 program is focused on addressing national program



requirements while at the same time ensuring that students are able to develop their English language skills to the point that they are developmentally ready to undertake the dual diploma option beginning in grade 10. A substantial number of weekly hours are devoted to English language instruction from pre-kindergarten to grade 9. Due to the nature of the dual diploma program, there is a high degree of interdependence between the BC and national programs.

The School also offers a five-month Canadian immersion experience to its grade 9 students in high schools located in Abbotsford, Burnaby, Langley, and Kelowna. After a two-year program hiatus due to COVID-19 restrictions, 38 grade 10 and 11 students are participating in the program this year. Next year, the program will be offered to grade 9 students as has been the case in the past.

The BC program has embraced the mission, vision, values, and beliefs of the host school. Subscribing to the motto “Forming the Future Entrepreneurs of Colombia” its vision is to “offer an education that is flexible, pertinent and that at the same time develops a profound passion for learning, undertaking ventures, contributing, and becoming a better person”. Its mission is stated as follows:

“We form Colombia’s future entrepreneurs, global citizens, multilingual, with a transcendental purpose and integrity, with an entrepreneurial mentality and the skills to create in the digital world. We cultivate competent leaders for our society that are highly concerned for social wellbeing as well as for our environment, autonomous authentic, critical and creative thinkers.”

The Inspector would like to thank the Owner/Operator and the School for their hospitality, cooperation and preparedness for the inspection visit.

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

<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
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Comment:

There were no requirements contained in the previous inspection report. The School considered and took action on the two suggestions contained in the report pertaining to teacher retention and student workload. The most significant response by the School was to move from a linear to a semester schedule which has reduced the number of courses taken at one time and leaves students better positioned to meet the challenges of working toward obtaining a BC/national program dual diploma. Interviews with a number of senior students indicated that this change was very well received.



Commendation:

The School is to be commended for giving suggestions offered in the previous inspection report their full consideration and taking appropriate action with the support of the Owner/Operator.

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 Inspector reviewed the business plan submitted to the Ministry and confirms all items. The continuous growth of the BC program's enrolment over the last four years is noteworthy. At 160 students, this represents the highest enrolment since the program's inception in 2011. An enrolment target of 75 grade 10 students, increasing the number of divisions from two to three, has been set for the coming year. The long-term plan is to have four divisions in each grade to reach a maximum capacity of 300 students. Virtually all the students admitted are from the national program's grade 9 cohort. The Owner/Operator is to be commended for supporting the continuous growth of the program.

Vision 2030

The Owner/Operator shared their Vision 2030 plan for a new and expanded campus for the K-12 national program and the grade 10-12 BC program. The plans are the result of many tours of new BC school facilities, many conversations with educators about the future of learning and BC's curriculum, and many hours of research. The Inspector was very impressed with the thorough and thoughtful planning that has gone into the design of the proposed campus. Its intention is clearly to be a place of learning for both students and teachers, and a welcoming centre for families.

Parent Communication

Communication with parents takes multiple forms including in-person visits, virtual meetings, print communications, emails, and a means by which parents can monitor student progress on a daily basis.

School Improvement Plans

The School has identified eleven goals for the 2022/23 school year along with achievement targets and measures of progress. These are briefly summarized as follows.

1. Attain at least a minimum 65% admissions rate of CC's grade 9 students.
2. Improve perception of the BC program.
3. Increase the number of graduates attending BC and Canadian post-secondary schools.



4. Increase the number of international scholarship applications.
5. Attain a grade completion rate of 95% or better.
6. Increase the number of courses offered in the BC program.
7. Increase teacher professional development.
8. Increase collaborations with the national program.
9. Improve teacher observation and evaluation approaches.
10. Reintroduce the Canadian immersion program.
11. Increase enrolment for 2023/24.

Addressing eleven goals in this school year is indeed laudable as well as ambitious. It is suggested that the School clearly articulate its two or three highest priorities for growth, change and improvement. It is further suggested that one or two of those priorities be evidence-based goals focussed on improving some aspect of student achievement.

Post Secondary Transitions

Students are well supported in terms of being able to make informed decisions about their post-secondary plans. The International Relations Coordinator, Special Projects Coordinator and Principal all play a role in advising students about post-secondary opportunities, helping them research possibilities, and supporting them with admissions and scholarship applications. Most graduates tend to remain in Colombia for their post-secondary education and many remain in Medellin. The age of graduates (one year younger than other BC offshore schools), the desire to remain close to family, and costs are cited as reasons for remaining in Colombia.

Commendation:

The Owner/Operator is commended for supporting the continuous enrolment growth of the BC program.

The Owner/Operator is also commended for their thoughtful Vision 2030 plans for a completely redesigned campus to support the K-12 national program and the grade 10-12 BC program. The plans are the result of many tours of new BC school facilities, many conversations with educators about the future of learning and BC's curriculum, and many hours of research.



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 all requirements as outlined in the Agreement. The Owner/Operator and their professional staff were readily available during the inspection and freely responded to the Inspector's inquiries throughout the visit. Their commitment to providing a quality English language program and a quality learning experience for all students was readily apparent.

Commendation:

The Owner/Operator is commended for their commitment to providing a quality English language program and an engaging learning experience for all students.

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 confirmed that the Owner/Operator is meeting the requirements set forth in section 5.03 of the Agreement and has the appropriate permits and licensing in place to operate the School. The following permits and licenses were made available:

- Local Government support confirmed in a letter dated September 2011 from the Secretary of the Department of Education, Province of Antioquia.
- An annual operating licence from the Government of Antioquia.
- An annual business license from the Government of Antioquia.

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 Inspector reviewed inspection/safety certification for building occupancy, safety inspections, cafeteria/food service operation and emergency preparedness. The School meets requirements.



The Inspector confirmed that the School has scheduled fire and earthquake drills twice each year coordinated with the drills scheduled for the entire campus.

The host school has developed a very detailed Emergency Prevention, Preparation, and Response Plan aligned with government health authority requirements. The plan contains roles and procedures to be followed in the event of any emergency or major disaster.

The Owner/Operator has invested in ongoing improvements to the campus facilities, including but not limited to enlarging a number of classrooms, installing soundproofing, and upgrading to more functional furniture in some classrooms. There are plans to make additional improvements to the cafeteria, gymnasium, laboratories and other infrastructure. The Owner/Operator is to be commended for making continuous investments in improving facilities, equipment, furniture and infrastructure. The facilities are suitable to offer the BC program.

Commendation:

The Owner/Operator is to be commended for making gradual continuous investments in improving facilities, equipment, furniture and infrastructure and is encouraged to continue this practice while awaiting Vision 2030 to become a reality.

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 Owner/Operator has appointed an Offshore School Representative (OSR) who meets all the requirements set out in section 14 of the Agreement. The OSR has extensive experience with the BC Offshore School Program having been the OSR for the School since its inception in 2011. The School is the only BC offshore school that he represents. The OSR connects with the Principal on a regular and frequent basis, providing mentorship and support, and takes on an active advisory role with the Owner/Operator in terms of long-term planning and advocacy for the BC program. With the end of COVID-19 travel restrictions, the OSR expects to resume his twice-yearly visits to the BC program. The OSR also provides assistance to the Owner/Operator with the annual grade 9 English immersion visit to British Columbia. The OSR was on site during the Inspector's visit and was most helpful in responding to questions and providing support.

The OSR is aware of their obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operations.



Commendation:

The OSR is commended for the counsel and assistance provided to the Principal and Owner/Operator in dealing with emergent issues and his support in providing a quality educational program.

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 Principal is in his second year as principal at Collegio Canadiense. He previously had served as the Vice-Principal at the School and, prior to that had been a vice principal for several years for international schools in China. The Principal has a Masters degree in Leadership and Administration.

The Inspector reviewed the duties and responsibilities as outlined in section 2.07 of the Annual Report. The Principal is an energetic, resourceful, instructional leader who attends to both the leadership imperatives and management tasks of his role. He values the importance of relationships and trust building as a foundation for helping teachers grow and develop as professionals. He is knowledgeable of and fully appreciates the value of technology as a tool for teaching and learning. With his encouragement, the use of technology is pervasive throughout the program. He is well respected by both staff and students. The School is being well-served by the leadership provided by the Principal.

Commendation:

The Principal is to be commended for the energy and enthusiasm he brings to his position, for his approach to attending to leadership imperatives and management tasks based on a foundation of positive working relationships, and for his efforts to do whatever he can to support his teachers in their work.

The Principal is to be commended for his thoughtful and thorough preparation for the inspection. The Annual Report was highly informative, and all requested documents were made readily accessible to the Inspector.



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:

Support staff includes an Office Administrator dedicated to the BC program. She is in her second year.

There is a close relationship with the host school and the national program. Support is provided to the BC program as follows:

- High School Psychologist;
- High School Coordinator;
- Technical Support;
- Academic Director;
- International Relations Coordinator;
- Business Manager;
- Quality Systems Manager; and
- Admissions.

The national and BC programs are inextricably linked through the dual diploma program and a high level of cooperation, coordination and support is necessary for the smooth operation of the campus. The Inspector met with many of the listed individuals and found their enthusiasm and support for the program to be readily apparent.

The School meets the administrative support requirements as outlined in section 3.4 of the Annual Report for Offshore Schools.

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 reviewed a sampling of student records and confirmed the presence of all required elements including BC program registration form, English language entrance assessment results, Permanent Student Record, student and parent consent forms (updated for 2022/23) and prior year report cards.

Student files are located in the Principal's office and are maintained by the administrative assistant. The files were found to be well organized and met the requirements established by the Ministry as outlined in section 2.09 of the Annual Report.



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:

The Inspector confirms that all but one Authorized Persons under *The Agreement* possess valid and current certification under Ministry of Education and Child Care. One teacher has a Letter of Exemption (LOE) expiring on November 24, 2022. All the necessary documentation had been filed as of September 9, 2022. At the time of the inspection, the teacher was still awaiting certification.

The School has copies of local certificates for teachers of exempted courses and all of them have had criminal records checks.

Staff files are housed in the Principal's office and contain all required elements. The Principal indicated to the Inspector that first year teacher evaluation reports will be completed before the end of the school year. The Inspector reviewed several reports that the Principal had prepared last year and found them to be thoughtfully written. The terms and conditions of employment are included in the teacher and principal contracts as required.

Staff prepare an annual professional growth plan which is reviewed and discussed with the Principal. Growth plans are supported by the Principal wherever he can. Staff are engaged in a variety of professional development activities. "Teachers Watching Teachers" (Peer observation) is encouraged and supported. This year, thus far, staff have had workshops on First Peoples Principles of Learning and competency based assessment. Last year, there was a focus on software applications and learning management systems.

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 Staff have fully embraced BC's curriculum. This is reflected in teacher planning documents including learning design which allows students to demonstrate their learning in a variety of ways. Cross-curricular attention is paid to the Core Competencies and First Peoples of Learning.

The Core Competencies are an intentional part of the program. Teachers are well aware of the Core Competencies and are using teachable moments to help students develop those



competencies. The competencies are embedded in many of the learning activities experienced by students. The Inspector interviewed five grade 12 students who were able to identify the Core Competencies and articulate their strengths and weaknesses relative to those competencies. There is always room for more explicit teaching directly focused on the Core Competencies and the School is encouraged to pursue this.

Staff explicitly incorporate First Peoples Principles of Learning into learning design and there were many examples of connections to BC Indigenous issues and those pertaining to Indigenous Peoples in Colombia and other countries.

Commendation:

Staff are commended for the manner in which they have fully embraced BC's curriculum and for the rich and varied learning experiences provided for students.

Staff are also commended for their considerable efforts to bring relevance to Indigenous issues by making connections between BC issues with those of Colombia's Indigenous Peoples and of other countries.

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:

Incoming grade 10 students must successfully complete an English language intake assessment that is administered in late Spring. The assessment includes a reading comprehension component and a writing sample. All of the BC teachers and the grade 9 BC Prep teachers are involved in the administration and marking of the exam, under the supervision of the Principal. Group marking using the writing assessment rubric ensures consistency. The Principal makes the final determination in accepting students. The threshold for acceptance is 50% on the assessment. Two other criteria also determine admission – overall academic performance in grade 9 (75% in terms 3 in national program math/ science, and BC Prep English/social studies) and a demonstrated level of maturity required to undertake dual diploma studies. Students who are accepted enrol in the dual diploma program and those who are not accepted remain solely in the national program.

Students are introduced to the English language in the primary years and the focus intensifies as they progress through the grades. BC Prep provides students with four weekly hours of English language instruction. Students also receive five hours of English Language Learning (ELL) instruction by instructors with C1 level English. The School is committed to upgrading the skills of the ELL instructors through training and new hires. The BC Prep teachers are native English speakers who are certified abroad. BC Prep teachers are also focussed on helping students develop the kinds of learning and personal management skills that will help



them be successful in the BC program. BC Prep has shown positive results as students transition into the grade 10 BC program.

Colegio Canadiense is to be commended for its attention to ensuring that students are well grounded in their English language skills before starting the BC program, and for seeking to continuously improve on its efforts. There is no question that these efforts are yielding positive results in terms of student achievement in the BC program.

Commendation:

The School is to be commended for its attention to ensuring that students are well grounded in their English language skills before starting the BC program through ELL and BC Prep, and for seeking to continuously improve on its efforts.

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 offers several exempted courses including Spanish 10, 11, and 12, Physical Health Education 10 and 11, Visual Arts 11, Dance 11 and Music 11. Course overviews were made available to the Inspector. The Principal takes an active role in assisting the Physical Health Education teacher with the health education components of the curriculum. The School has appropriate exemption authorization. There are no Board/Authority Authorized (BAA) courses offered at this time. The School has an online course equivalency review policy in place although there were no students taking online courses at the time of the inspection.

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 Inspector reviewed curriculum planning documents which included course overviews and detailed unit plans. Unit plans included Big Ideas, Core Competencies, Curricular Competencies, content, First Peoples Principles of Learning, teaching/learning strategies, and formative, reflective and summative assessment methods. All of the information was provided using a standard planning template designed for this purpose.

The Inspector found planning documents to be thoughtfully prepared and focussed on student engagement. It was evident that students are able to demonstrate their learning in multiple ways, engage in critical thinking and self-reflection, and practise multiple forms of communication.

Commendation:

The Inspector commends staff for their thoughtful and thorough planning for instruction, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.

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:

Students take seven hours of instruction per day beginning at 7:00 am and ending at 3:15 pm as they work toward earning dual BC Dogwood and National Bachilerata diplomas. This requires students to complete 17 courses of various lengths over the school year. The total hours of instruction planned for this school year was determined to be 1281 hours over 37 weeks for both programs. The Inspector notes that there have been efforts made to preserve instructional hours in both programs and urges both the BC and national programs to make further efforts to maximize the use of instructional time.

This school year, the School implemented a semester system in order to reduce the multiple course workload of students. During the Inspector's interviews with a group of grade 12 students, this change was very well received.



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 Inspector found evidence of the use of both formative and summative assessment practices. Students are able to demonstrate their learning in a variety of ways and receive regular and frequent feedback. The use of rubrics for assessment purposes is commonplace. Students expressed their appreciation for being able to have choice as to how they demonstrate their learning.

The Inspector reviewed the School's security and invigilation procedures for BC assessments and found them to be very comprehensive.

All grade 12 students had obtained a "proficient" or "extending" on the most recent Literacy 12 provincial assessment. Results for students who wrote the most recent Numeracy 10 assessment were not nearly so positive and continue a trend that goes back at least three years. The BC program is urged to take necessary steps to help improve student achievement on the BC Numeracy 10 assessment. At the time of the inspection, students were preparing to write this year's version of the assessment which has been scheduled for next week. Given the cumulative nature of concept attainment in numeracy, it is suggested that BC program staff find ways to work with national program staff at the grade 8 and 9 levels to develop common understandings around numeracy skills and develop some common approaches to addressing the challenges that students face.

Commendation:

Staff are commended for developing and using a broad repertoire of assessment methods that are in alignment with BC's curriculum.

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 is reasonably resourced and meets requirements as outlined in section 2.24 of the Annual Report.

Classrooms

Print and digital resources are available to support the curriculum and the Owner/Operator has been supportive in making new acquisitions as necessary. For example, steps are being



taken to determine if there are additional equipment needs to support the revised BC curriculum in science.

Library

The library houses 7500 print and digital titles in English, Spanish and French. This includes books, digital subscriptions, and online data bases. It services the entire K-12 school. Follet Destiny is the library management system in use. The library is served by a part-time teacher-librarian who periodically culls outdated or underutilized titles and works with both the BC and national programs to identify new resources for purchase. More recent acquisitions have focussed on expanding the library's digital collection. There are long term plans to have two learning commons (elementary, middle/high school) incorporated into a planned major renovation/addition to the School. The redesign will be responsive to the changing ways in which teachers teach and students learn in the digital age. In the short term, there are plans to move the library from its current location so that it is more accessible to the rest of the school campus.

Technology

The School has access to two technology labs, the library has six workstations and there is a mobile cart with 33 iPads. Students are also encouraged to bring their own devices which can be supported by Wi-Fi connectivity of 100mps. Many classrooms were equipped with cameras, microphones and speakers during the COVID-19 pandemic. Students also have access to six 3-D printers. The collection of software applications and digital library titles continues to grow. Learning Management Systems such as Nearpod, Google Classroom and TPRS (French) are being used by teachers and students. Access to two high speed printer/copiers is available but this is an area where improvements to the number of access points can be made. The staff preparation room is one location where improved printer access would be beneficial.

Use of technology in BC program classes is pervasive. Students are developing the skills and learning to use technology responsibly to search, evaluate, analyze, synthesize and present information. Discerning the reliability and accuracy of information is also a high priority across the curriculum.

Commendation:

The Owner/Operator is to be commended for supporting the use of technology as a learning tool and investing in hardware, applications and infrastructure to make it accessible to staff and students.

Staff are commended for fully embracing technology as a tool for learning and as a learning management system. Furthermore, they are commended for helping students develop skills in using technology responsibly to search, evaluate, analyze, synthesize and present information.



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 School has four report cards per year, and they meet requirements. The Inspector reviewed report cards from a sampling of students and observed that comments generally appeared to be quite detailed and prescriptive where necessary. All courses including BC program and national program courses appeared on the report card. Percentages are provided in both systems.

Four open days without classes for the entire school are made available for parents to meet with teachers following each report card. Providing parents with the option of meeting with parents virtually as well as in-person has had significant positive effects on the participation rate.

Midterm reports are generated five weeks into each term as well.

Parents and students of the BC program and the entire campus have access to continuous progress reporting. BC teachers and students use "Beam," a student information management system that provides student and parent access. This allows parent and student review of grades, lessons, and attendance on an ongoing basis.

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 Inspector verified that there is a detailed parent/student handbook that has been updated for the 2022/23 school year. A Spanish translation is available. The clear description of the Core Competencies, a foundational element of BC's curriculum is noteworthy. Sections on student admissions, the scope of the BC/national dual diploma program and student assessment are also noteworthy. Policies regarding appeals, supervision and student conduct were provided. These are contained in the 145-page Manual de Convivencia which serves as the parent/student handbook for the entire school. The entire BC program handbook has been incorporated into the Manual de Convivencia.



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 teacher handbook has been updated for the 2022/23 school year and the Inspector confirms that it meets requirements. It contains all the relevant information that teachers would receive as part of a thorough orientation, including, but not limited to teaching and professional conduct expectations emergency procedures, complaint resolution process and employment contracts.

Policies for the evaluation of teachers and administrators are in place, though separate from the handbook. Criteria for teacher evaluations are based on Charlotte Danielson's *Framework for Effective Teaching Domains* and Cognia's *Effective Learning Environments Tool (ELEOT)*.

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:

There are no students engaging in Online Learning courses through the approved service provider (Global Education – School District 73) at this time.

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 is not offering Remote Instruction at this time.



CONCLUSION

Commendations

The Inspector wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Colegio Canadiense for:

- giving suggestions offered in the previous inspection report full consideration and taking appropriate action with the support of the Owner/Operator.
- resuming the five-month Canadian immersion experience provided to Colegio Canadiense grade 9 students to attend high schools located in Abbotsford, Burnaby, Langley, and Kelowna and for extending this year's opportunity to grade 10 and 11 students who were unable to participate due to the COVID-19 pandemic,
- the commitment by the Owner/Operator in supporting the continuous enrolment growth of the BC program, providing a quality English language program and an engaging learning experience for all students.
- the support by the Owner/Operator in the use of technology as a learning tool and investing in hardware, applications and infrastructure to make it accessible to staff and students.
- the thoughtful Vision 2030 plans for a completely redesigned campus to support the K-12 national program and the grade 10-12 BC program. The plans are the result of many tours of new BC school facilities, many conversations with educators about the future of learning and BC's curriculum, as well as many hours of research.
- the gradual continuous investments made by the Owner/Operator in improving facilities, equipment furniture and infrastructure. The Owner/Operator is encouraged to continue this practice while awaiting Vision 2030 to become a reality.
- the counsel and assistance provided by the Offshore School Representative to the Principal and Owner/Operator in dealing with emergent issues and his support in providing a quality educational program.
- the thoughtful and thorough preparation for the inspection by the Principal. The Annual Report was highly informative, and all requested documents were made readily accessible to the Inspector.
- the energy and enthusiasm the Principal brings to his position, for his approach to attending to leadership imperatives and management tasks, which is based on a foundation of positive working relationships, and for his efforts to do whatever he can to support his teachers in their work.
- the manner in which staff have fully embraced BC's curriculum and provided rich and varied learning experiences for students.
- the considerable efforts by staff to bring relevance to Indigenous issues by making connections between Indigenous issues in BC with those of Colombia's Indigenous Peoples and of other countries.



- the thoughtful and thorough planning for instruction by staff, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.
- developing and using a broad repertoire of assessment methods that are aligned with BC's curriculum.
- the pervasive use of technology by staff as a tool for learning and as a learning management system. Furthermore, they are commended for helping students develop skills in using technology responsibly to search, evaluate, analyze, synthesize and present information.
- the attention paid by the host school in ensuring that students are well grounded in their English language skills before starting the BC program, through English Language Learning instruction and BC Prep and for seeking to continuously improve on its efforts.

SUMMATIVE RECOMMENDATION

The Offshore Inspector recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at Colegio Canadiense *continues* to be recognized as a British Columbia-certified school.

