INTRODUCTION

On October 17-18, 2019, a certification inspection was completed on British Columbia International School, Bangkok (BCISB) in Bangkok, Thailand, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team) consisted of Marnie Mayhew and Alan Schroeder (Chair).

The School’s BC program has an enrolment of 13 students, in Grades 10-12. The BC program is operated in the same facility as another program that offers an international curriculum to students in Kindergarten to Grade 9. The entire school, including the BC program, enrolls approximately 145 students.

During the visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s BC Principal, BC teachers, and a representative of the Owner/Operator.

The Owner/Operator, Dr. Pakdee Tharnpanya, is responsible for the BC program as well as the K-9 international program. Through the Tharnpanya Education Group, the Owner/Operator also operates the Tharnpanya school, a local Thai school enrolling over 1,300 students and two post-secondary programs: one focusing on technology at the Tharn Institute of Technology and Management and another focusing on automotive at the Malachai Institute of Technology.

The BC program’s philosophy and objectives are aimed at producing globally-minded critical thinkers ready to undertake university-level education in quality English-speaking universities worldwide. The School aims to “prepare the students of today for the world of tomorrow.”
The Team would like to thank BCISB for its hospitality, cooperation and preparedness for the inspection visit.

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

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Comment:
The School had four requirements identified during its previous inspection (Spring 2019). All key concerns were addressed to the satisfaction of the Team.

BUSINESS PLAN 1.0

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

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Comment:
The School has submitted a business plan that aims to support student success and the long-term sustainability of the BC program. Over the past year, the School has taken action to increase school marketing and promotions. It has hired a marketing coordinator and has enhanced its web and social media presence. The School is proud that it has the third-most visited Facebook page in Bangkok’s competitive international school field of more than 100 international schools. The School has refined its print marketing strategy from one with a general, one-size-fits-all focus to one that targets particular population groups. The result of the enhanced marketing efforts has been a modest increase in enrollment in the School’s elementary program, which it expects in the long-term to feed into higher grade levels.

Despite its limited enrollment, the School offers a wide variety of academic and extra curricular activities for students aimed at enhancing learning opportunities for students as well as supporting long-term student retention.

The School will shortly begin construction of a new swimming pool that is expected to be completed in early 2020. This new feature will support retention and marketing activities.

The School has worked hard over the past couple of years to enhance communication with parents and subsequently their involvement in their children’s education. It has introduced a parent open house at the beginning of each year, parent meetings twice a semester and “parent mornings” on a monthly basis to keep parents apprised of school events and their children’s progress. The School supplements face-to-face engagement with digital communication via Google Classroom, text messages and email.
The School is pursuing accreditation with the Western Association of Schools and Colleges (WASC), which it expects to bolster recognition of the School.

Commendations:
The School is commended for its enhanced marketing and promotion efforts over the past year aimed at growing enrollment and improving student retention.

Despite its limited enrollment, the School is commended for offering a wide variety of academic and extra-curricular opportunities in areas such as arts and athletics aimed at enhancing learning opportunities for students.

**INSPECTION CATALOGUE 2.0**

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

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Comment:
The Team confirmed that the Owner/Operator, Dr. Pakdee Tharnpanya, meets all of the requirements as set forth in the certification agreement.

Commendation:
The Owner/Operator is commended for the ongoing investment in school infrastructure and facilities and human resources staffing that has created an environment in which administration and faculty are able to focus on supporting the wellbeing and success of students.

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

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Comment:
The School has on file an original letter of approval for establishing the School issued by the Office of the Private Education Commission (OPEC) of Thailand’s national Ministry of Education. The School also has on file its current external quality assessment certificate issued by the Thai national Office for National Education Standards and Quality Assessment (ONESQA) that is valid for five years. The School is currently awaiting notification of its next ONESQA inspection which is expected to take place shortly.
### 2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

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**Comment:**
The School campus consists of two buildings: a main building and a large gymnasium. The main building is bright, well-maintained and well-equipped containing classrooms, meeting rooms, staff and student cafeteria, a nurse’s station, drama room, art room, music room with sound booths, computer labs, science lab and a theatre. The gymnasium also contains a multi-purpose room that can be used for events such as performances and open houses.

The Team reviewed local building permits, a food safety system certificate of registration, a TQCSI certificate of registration which covers the processing of shrimp, and a Halal Certificate, and confirms that all local requirements are being met.

The School has developed a new emergency response manual that covers emergencies in a variety of areas. The Team confirmed that emergency drills are conducted at least three times per year and focus on fire and earthquake response, and new to the 2019/20 school year, the School has added lockdown drills.

The School has added plans to its policy binder to support students and teachers in the event of temporary or permanent closure of the School. The plans were reviewed by the offshore school representative for accuracy and functionality.

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

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**Comment:**
The Offshore School Representative (OSR) is an experienced education administrator with many years of experience and principal in British Columbia. He has served as OSR for the School for seven years.

The Team reviewed the job description of the OSR and confirmed that all of the requirements related to the OSR in the Agreement are in compliance.

The Offshore School Representative is aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School’s operation.
### 2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

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**Comment:**
The Principal is an experienced leader in his third year as principal at the School. Prior to that, he served one year as vice principal. He also has experience serving as principal and teacher in two other BC offshore schools in Asia and the Middle East.

The Principal is supported by an experienced Vice Principal who is in his third year with the School. He is responsible for quality of program delivery and teacher professional development.

The School has also added additional leadership positions such as Literacy Coordinator, Athletic Director, Academic Counselor, ELL Coordinator and Marketing Coordinator. In addition to supporting the educational program, these positions are intended to provide opportunities for career growth and leadership and professional development.

The School is well-served by the Principal, Vice Principal and the extended administrative team who place a high value on cultivating positive working relationships with both the owner/operator and the teaching faculty. The Principal, Vice Principal, international director and international deputy director have implemented weekly meetings to discuss administrative matters related to the School.

It is clearly evident that there is a high level of cooperation among school leadership and a universal commitment to having all students at the School experience success.

**Commendation:**
The School’s leadership team is commended for the highly collaborative culture created within the School wherein the teachers feel fully supported from initial recruitment and orientation to ongoing support by the administrative leadership team.

### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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**Comment:**
In addition to its administrative leadership team, the School has a highly capable, committed and devoted administrative support team comprising a secretary, IT coordinator, human resources officer, a registrar and accountant who are responsible for the day-to-day...
operations of the School and its finances, student records and support the work of the teachers and administration.

The School has sufficient capacity to support student learning with a 100Mbps fibre optic internet connection.

2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

☐ Requirement Met ☒ Requirement Not Met

Comment:
The Team reviewed all student files and confirmed that they contained most of the required documents including a registration form, permanent student record, and recent report cards. However, there were some inconsistencies between some files with respect to the BC Ministry of Education personal information consent form with some parental consent forms found missing. ELL entrance assessment results were missing from all files.

Requirement:
The School is required to ensure that all student files are complete and include the BC Ministry of Education personal information consent form for students and parents and ELL entrance assessment results.

2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

☐ Requirement Met ☒ Requirement Not Met

Comment:
The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.

The Team reviewed all BC certified teachers’ and administrators’ files and confirmed the presence of most necessary elements including employment agreement, work permits and BC Ministry of Education personal information consent form. Missing from files was a copy of teachers’ current and valid Certificate of Qualification issued by the BC Teacher Certification Branch and in some cases, educator evaluation forms.

The Team confirmed that the School has two teachers whose Certification of Qualification applications were in progress. The Team verified that the School possesses a letter dated September 6, 2019 issued by the BC Ministry of Education providing a temporary exemption for the teachers. The Team verified that the School is supporting the teachers to ensure that
all proper documentation is submitted to the BC Teacher Certification Branch in a timely manner.

For locally certified teachers, the Team verified local teacher certifications and criminal record checks.

The School works at creating an attractive, collegial and supportive atmosphere, an effort that has contributed to enhanced teacher retention. The School offers a competitive salary and benefits package and has added positions designed to create leadership development and career growth opportunities, such as literacy coordinator, athletic director, academic counselor, ELL coordinator and marketing coordinator.

The School has worked to develop a professional development program aimed at supporting the professional needs of teachers with themes focusing on areas such as the new BC curriculum, student research methods, literacy and student mental health and wellness. The School supported the participation of four educators in the Ministry’s annual professional development workshop held in July 2019. The School’s Principal and Vice Principal also attended the Offshore Administrators Conference held in March 2019.

There is a high level of collaboration among the teaching faculty at BCISB. The Team was impressed by the multiple examples of cross-curricular collaboration between the teachers and classes at the School.

When asked to describe the School’s greatest strength, most often cited by teachers was the supportive and collaborative atmosphere created at the School.

**Requirement:**
The School is required to ensure that all teacher and administrator files are complete and contain copies of educators’ current and valid Certificate of Qualification issued by the BC Teacher Certification Branch and educator evaluations.

### 2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

- ☒ Requirement Met
- ☐ Requirement Not Met

**Comment:**
The Team confirmed that the new curriculum has been fully implemented in all classes at the Grade 10-12 levels.

The School makes use of curriculum development software by Atlas Rubicon. Curricular competencies, core competencies and Big Ideas are all integrated into course overviews and
daily lesson plans. Teachers’ course overviews and lesson plans incorporated various forms of assessment and the use of rubrics. The Team observed the incorporation of student self-assessment and reflection and First People’s Principles of Learning in some classes, but it was not consistent across the faculty.

Several teachers commented that they like the new curriculum and find it to be more relevant to students and adaptable which has led to students being more responsive.

The Team was impressed with the variety and creativity in the way that students demonstrated learning. A highlight observed by the Team came from an Art class in which students created notebooks for their drawings as well as self-reflections on their work.

### 2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

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**Comment:**
The School has implemented an ELL assessment developed and administered by the ELL Coordinator. After administration, the results are reviewed by the Principal prior to making final program entrance decisions. The Team confirmed that the Principal has ultimate authority over admission into the BC program.

The School makes use of Measures of Academic Progress (MAP) testing three times annually and Schoolwide Writes twice annually.

The School supports student achievement in English language proficiency through the application of multiple means including providing individual support to students through the use of push-ins and pull-outs by a BC-certified teacher. Teachers also make a conscious effort to support student understanding by employing a variety of techniques to introduce key language and concepts at the beginning of each class and unit.

### 2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

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**Comment:**
The School offers one Ministry-approved BAA course: Knowledge 11.
The School offers three courses that have been exempted from the requirement to be delivered by BC-certified teachers: Instrumental Music 10, Art Studio 10 and Art Studio 12.

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

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Comment:
The School uses the Atlas Rubicon curriculum development software for its annual course planning at the Grade 10, 11 and 12 levels. Course overview and lesson plans clearly reflect the curricular framework of the BC curriculum, with clear links between what the goal of the lesson was (Know, Do, Understand), what was being taught (content) and by what means (instructional strategy), how student learning was being measured (rubrics, self-assessment), and how a particular lesson or learning activity built on previous learning (scaffolding). The School places high priority on vertical integration to ensure a smooth transition from grade to grade. Core and curricular competencies are addressed in all unit outlines and lesson plans. Competency display posters appear prominently in classrooms throughout the School.

2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue 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.

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Comment:
The School has 181 instructional days per year with 5.17 hours of instructional time daily for a total of 935 hours per year which exceeds the minimum required number of hours by 85.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

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Comment:
The School employs a variety of methods to assess student achievement. Schoolwide Writes and Measure of Academic Progress (MAP) testing provide data that can be analyzed by
teachers to identify specific areas for student support. The School provides professional development to teachers to support their ability to analyze data.

Teacher are required to perform both formative and summative assessments. The School’s literacy coordinator and resource teacher help to ensure assessment is vertically aligned across grade levels.

The Team observed a variety of techniques through which students demonstrated learning including the use of social media, art work, journal writing, presentations, class discussion, and student self-assessment.

BC provincial exams and assessments are invigilated by the Principal and/or Vice Principal who ensure that computers in the computer lab are prepared according to Ministry guidelines.

### Commendation:
The School is commended for the many creative ways of demonstrating student learning including through the use of social media, art work, journal writing, presentations, class discussion and student self-assessment.

### 2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

**Comment:**
The School has made investments in learning resources to enhance students’ learning environment. The School has a bright and welcoming library stocked with a growing collection of print materials. Emphasis in the last couple of years has been on the investment of digital resources, such as Questia, aimed at facilitating good quality student research.

The use of technology is pervasive throughout the School. Each student is provided with a Chromebook while each teacher is provided with a Chromebook and desktop computer which the Team observed being used extensively. The School employs Google Classroom and Google apps which facilitates students, parents, teachers and administrators’ ability to collaborate and communicate. The School employs Slack, a secure collaboration platform, to enable real-time communication among School faculty and administration. The School employs a full-time IT coordinator to support the use of technology. The Team observed that the School has sufficient internet connectivity.
### 2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

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**Comment:**
Student report cards meet Ministry requirements as per the inspection catalogue. Two formal progress reports are provided to parents each semester – one mid-term and one final report. Interim reports are prepared for parents when students are at risk of not succeeding in a class.

The School has made efforts in recent years to enhance parent engagement regarding student progress through the use of an open house at the beginning of each school year, three-times yearly parent conferences, Google Classroom for real-time updates on school assignments, and “coffee mornings”, an initiative aimed at making the principal and vice principal more easily accessible to families.

**Comment:**
The School is required to revise the boilerplate language in report cards for grade 9 students who are not part of the BC graduation program to remove the reference to being certified by the BC Ministry of Education.

### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirmed that the parent/student handbook meets all of the requirements and that a section on policy and procedures for appeals and dispute resolution has been added as required.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

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**Comment:**
The School has a comprehensive school operation manual (teacher handbook) that includes content in support of teachers’ professional needs. The Team verified that the teacher handbook contains a detailed overview of the School’s teacher evaluation policy in which teachers are evaluated on a regular cycle by the Principal or Vice Principal.
The Team verified that the School includes an acknowledgement that the Province is not party to the contract of employment between the Owner/Operator and the teacher.

2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

☐ Requirement Met ☐ Requirement Not Met ☒ Not Applicable

Comment: The School does not offer any distributed learning courses.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of British Columbia International School Bangkok for:

- the highly collaborative culture created within the School wherein the teachers feel fully supported from initial recruitment and orientation to ongoing support by the administrative leadership team;
- the ongoing investment in school infrastructure and facilities and human resources staffing that has created an environment in which administration and faculty are able to focus on supporting the wellbeing and success of students;
- offering a wide variety of academic and extra-curricular opportunities in areas such as arts and athletics aimed at enhancing learning opportunities for students despite the School’s limited size;
- the many creative ways that students are encouraged to demonstrate learning including through the use of social media, art work, journal writing, presentations, class discussion and student self-assessment; and
- its enhanced marketing and promotion efforts over the past year aimed at growing enrollment and improving student retention.
Requirements

In order to meet the requirements of the BC Global Education Program – Offshore Schools Certification Agreement, the Team requires that by March 16, 2020, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The School is required to ensure that all student files are complete and include the BC Ministry of Education personal information consent form for students and parents and ELL entrance assessment results;
- The School is required to ensure that all teacher and administrator files are complete and contain copies of educators’ current and valid Certificate of Qualification issued by the BC Teacher Certification Branch and educator evaluations; and
- The school is required to revise the boilerplate language in report cards for grade 9 students who are not part of the BC graduation program to remove the reference to being certified by the BC Ministry of Education.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that, contingent on responding to the above requirements to the satisfaction of the Executive Director, the British Columbia education program offered at British Columbia International School Bangkok continues to be recognized as a British Columbia-certified school.