

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

BRITISH COLUMBIA COLLEGIATE CANADA

SEOCHO-DONG, SEOCHO-GU, SEOUL

REPUBLIC OF KOREA

NOVEMBER 8-10, 2016

INTRODUCTION

On November 8-10, 2016 a Certification Inspection was completed on British Columbia Collegiate Canada (BCCC) in Seoul, Korea, termed the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Des McKay and Henry Contant (Chair).

The School's B.C. Program has an enrolment of 245 students in Grades K-12. The School is housed in two leased stand-alone, multi-story buildings. The original school building (now referred to as the lower school), enrolls 197 students in K-6. The recently acquired second building located about a 10-minute drive from the lower school, enrolls the remaining 48 students in Grades 7-12 in what is now referred to as the upper school. Most of BCCC's administrative offices and their corresponding support staff are located at the lower school campus, although appropriate Korean administrative support staff is in the upper school campus as well. BCCC operates as a day school with no boarding facilities.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement and Operating Manual* and met with the Owner-Operator, Offshore School Representative, BC Principal, B.C. teachers, Korean teachers, Managing Director and Admissions Officer, and other Korean support staff and students in K-12.

The Owner/Operator, Mr. Yong Soo Jeon is responsible for the B.C. Program.

The School's philosophy and objectives are to "*provide a well-rounded program that will prepare students for their future academic and career pursuits.*" As such, the School's well



rounded program has three components: academics, athletics and arts. The Team confirms that BCCC is striving to achieve its stated purpose.

The Team would like to thank B.C. Collegiate Canada 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 Not Met Not Applicable

Comment:

The previous (October 2015) Certification Report made two recommendations:

- 1. Develop a system of protection for the Ministry Student Records and Teacher Files that would ensure that they would not be lost in case of a fire or other physical disaster.***

The School is now using the TESS student management system to produce Permanent Student Records and thus creating a system for the electronic back-up of crucial student records. The Team encourages the best practice of securing and storing all (non-electronic) student and teacher files in a locked, fire proof filing cabinet.

- 2. Develop and implement policy/system to protect students for the safe storage of hazardous chemicals in the science labs.***

The Team confirms that the new high school science laboratory includes adequate space for the safe storage of hazardous chemicals.

BUSINESS PLAN

The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the Program.

Requirement Met Requirement Not Met

Comment:

The appointment of a new Principal and OSR in January 2015 has brought a degree of leadership stability to the School. All but three B.C. teachers were retained this past school year, bringing some much needed continuity to the School's academic program. The overall school enrolment has grown by some 20 students since last year, and BCCC anticipates its first Grade 12 graduating class this coming June 2017. Although there are only three students in this inaugural graduating class, the School anticipates nine graduates the following year.

Although the Team feels confident in the current sustainability of the B.C. Program at the Grade



1-6 level, the School's long-term vision is to become a flourishing Grade K-12 B.C. Program. To that end, the School will need to develop and implement a more thorough, robust, and multi-faceted Business Plan, to both retain existing students and recruit new students into the Kindergarten program and particularly into the Graduation (Grade 10-12) Program. The Business Plan should have intentional strategies and measureable goals that are continually monitored and revised as needed.

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

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

Requirement Met Requirement Not Met

Comment:

The Team confirms that the Owner/Operator meets all the requirements set forth in the Agreement.

The Team reviewed the translation of several documents that confirmed the School was operating in accordance with local government guidelines.

2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. Program.

Requirement Met Requirement Not Met

Comment:

The Team reviewed several documents that were translated into English that confirmed that both school buildings meet local building, safety and cafeteria codes and regulations.

The two leased buildings are well suited to house a B.C. offshore school. BCCC is well maintained and has a satisfactory level of cleanliness. An elevator provides complete accessibility to all parts of both the lower school and upper school multi-story buildings. With the exception of a proper gymnasium, the current facilities at both the lower school (K-6) and the upper school (7-12) are deemed to be suitable to support the current B.C. Program K-12. To compensate for the lack of a suitable gymnasium at the upper school, the School makes effective use of whatever surrounding community recreational spaces it can, such as outdoor tennis courts, badminton courts and community parks.



Commendation:

The School is to be commended for greatly enhancing the upper school classroom space and overall learning environment by providing a newly leased, multi-story building dedicated exclusively for use by Grades 7-12. Together, the two School buildings provide a safe, pleasant, and accessible learning environment for all their students K-12.

ADMINISTRATION 3.0

3.2 Offshore School Representative (OSR) - The Owner/Operator may 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.

Requirement Met Requirement Not Met

Comment:

The School appointed the OSR almost two years ago. (January 1, 2015). The OSR was on-site during the School's annual B.C. offshore inspection visit. It was reported to the Team that SKYPE conversations between the Principal and the OSR occur bi-monthly, and further email and/or phone conversation occurs in an advisory capacity on an 'as needed' basis.

Commendation:

The Offshore School Representative is to be commended for the level of effective ongoing support he continues to provide the School. He serves as an important link with the B.C. Ministry of Education.

3.3 The Principal meets the requirements as outlined in Section 3.3 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Principal is an experienced B.C. certified teacher who has worked previously as both a teacher and administrator in British Columbia and in a B.C. offshore school in China. His recent Principal's evaluation was a positive affirmation of the support and encouragement he is providing the B.C. teachers.

Commendation:

The Principal has brought much needed administrative stability to the School. This has contributed to a strong retention of teachers and students within the School this past year and some curriculum continuity in the ongoing development of the B.C. Graduation Program.



3.4 The School meets the Administrative Support requirements as outlined in Section 3.4 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

There are seven Korean office support staff who provide further administrative support in the operation of the School. Among these seven individuals is a Managing Director who is a key link between the Principal and the Korean Owner/Operator. In summary, the Managing Director has significant responsibilities in the overall operation of the School and has control over all major financial decisions. Another key support person is the Korean Director of the upper school.

The School's Korean admissions staff includes the Managing Director and an Admissions Officer. Together they arrange open houses, and schedule interviews and entrance tests for the Principal. In addition, the admissions officer is in charge of maintaining the student files under the supervision of the Principal.

Additional Korean support staff at each campus are responsible for taking phone calls, serving as key liaison and communications links between the Korean parents and the B.C. Principal and B.C. teachers, tracking attendance, maintaining computers/iPads and other Information Technology services, ongoing website development, publishing newsletters, providing translation services, planning field trip logistics, and monitoring contracted services with outside businesses for such things as busing and food services.

The Team recognizes the valuable role each plays to support the overall administration of the B.C. Program.

Commendation:

The Administrative Support staffs are to be commended for the excellent support work being provided to further support the B.C. Program.

3.5 The School meets the Student Record requirements as outlined in Section 3.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The School meets the student records requirements as outlined in Section 3.5 of the Inspection Catalogue.

Student files were examined and found to be complete in all required elements such as a registration form, birth certificate, English language entrance assessment, Permanent Student



Record with corresponding PEN number, copies of previous report cards, B.C. Ministry of Education personal information consent form, and in some cases other inclusions.

The Team discussed the best practice of securing and storing all (non-electronic) student and teacher files in a fire proof filing cabinet.

3.6 The School meets the Teacher Certification requirements as outlined in Section 3.6 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 B.C. Teacher Regulation Branch.

The Team also confirms that teachers responsible for teaching exempt courses are locally certified and hold valid local criminal record checks.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Team is able to confirm that BCCC staff is making progress with implementing the redesigned B.C. curriculum Grades 1 to 9. BCCC's K-9 teachers have worked collaboratively to develop unit plans that clearly reflect the "Big Ideas, Core Competencies, Teaching, Learning and Assessment Strategies". The Team noted that all the unit plans of BCCC's K-9 included "For, As and Of" learning assessment strategies.

The new B.C. Education Plan and student directed project based learning were key topics during the August week of orientation and the September professional day. The Principal provided an overview of the B.C. Education Plan and staff collaborated to develop overview and unit plan templates that would reflect the redesigned curriculum. In discussions with the Principal, implementing the redesigned curriculum K to 12 will be the focus for professional development for the remainder of the school year.

Commendation:

The K-9 BCCC teachers are to be commended for their planning and transitioning to the redesigned curriculum.



4.2 The School meets the requirements for English Language Assessment and Acquisition as outlined in Section 4.2 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Team noted that BCCC has a very strong ELL assessment and language development support program in K-9. Students new to BCCC are assessed for their English language proficiency, and are given ELL support specific to their developmental level. Working with the classroom teachers, the ELL teacher provides pull out and in class support for students requiring intensive assistance. In Grades 1-6, the homeroom teacher provides additional instructional and ELL support twice a week while the music teacher takes half the class for music instruction. The class is divided into two groups. While Group one is in music, Group two receives in-class support and when Group two goes to music group one receives in-class support. Additional ELL support is scheduled by having a math specialist teach Grade 5 and 6 students Math. While their students are in Math class, the three Grade 5 and 6 teachers provide additional ELL support to the Grades 1 to 3 teachers.

BCCC also has two *School Wide Writes* annually with a common topic, which has been adjusted to be grade appropriate, to assess student ELL progress. Homeroom teachers mark the assessment using B.C. Performance Standards and develop individual writing goals for each student that becomes the focus of individual ELL support. This assessment also gives a snapshot of how students are generally doing by grade level and as a School. The Team noted that students at all grades were very confident and comfortable speaking in English to each other and to staff.

Commendation:

BCCC is to be commended for its focused and intensive plan for supporting English language learners. The level of English language proficiency at BCCC is commendable.

4.3 The School meets the Course Credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 4.3 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

BCCC has a policy that addresses course challenges and requests for equivalency credits. BCCC will graduate its first class this year, however, to date there have been no challenges or requests for equivalency. The School is currently not offering any BAA courses, but has been given an exemption to offer Art K-12; Korean 5 to 10; Mandarin 10-12 and Art K to 12. It was noted by the Team that a non-B.C. certified Korean support staff member was in charge of Graduation Transitions.



Requirement:

A B.C. certified teacher must be responsible for the (4 credit) Graduation Transitions course and the development of a course overview.

4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I (d) of the Agreement; namely, that all B.C. Program courses offered in the School meet or exceed the Ministry learning outcomes/learning standards identified in the Educational Program Guides for each course.

Requirement Met Requirement Not Met

Comment:

The Team reviewed course overviews for each B.C. Program course, and classroom visitations confirmed the implementation and delivery of instruction as planned and outlined in the course overviews. Planning documents reflected the Ministry re-designed curriculum complete with the curricular “big ideas”, curricular “competencies” and timelines. The planning documents also included teaching/learning strategies to teach the curricular competencies and assessment “For, As and Of” strategies to check for understanding.

Graduation Program course overviews, while still reflecting the current curriculum, included content, timelines, planning for teaching strategies, assessment indicators and links to the prescribed learning outcomes. It was evident that teachers have created a caring and nurturing learning environment in which students are engaged and feel supported. ELL teaching strategies have been developed based on the data from the *School Wide Writes*, *DART* assessments and *Star Reader*. BCCC’s English language learning support plan also provides students with a great deal of personalized learning support. The learning environment is rich and very focused. The integration of technology, and the use of iPads and computers, makes it possible for students extend their learning far beyond the boundaries of their classroom.

4.5 The School meets the Instructional Time Allotments 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), of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Not Met

Comment:

The Team confirmed the school exceeds Ministry instructional time requirements. Students at BCCC are in session 184 days a year for 6.5 hours a day for a total of 1,196 hours of instruction yearly, well above the minimum requirement of 850 hours.



While Daily Physical Activity (DPA) is part of Physical and Health Education in Grades 1-9, students participate in structured play during their recess and lunch breaks. Students in the Graduation Program keep an activity log of their DPA as part of their Graduation Transitions. After school programs also provide opportunities for students to engage in physical activities such as soccer, basketball, dance, fencing and other sports.

Teachers work with students individually and in small groups using language acquisition teaching strategies based on the school wide and individual student language assessments. Classroom visits confirmed the use of ELL teaching strategies including vocabulary building activities and the use of software programs such as *Raz Kids* and *Quizlit*. Students of all ages at BCCC eagerly and fluently conversed in English with each other and staff.

4.6 The School meets the Assessment Methods requirements as outlined in Section 4.6 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Teachers use a variety of formative and summative assessment strategies to assess student achievement. The Team found that the use of performance standards, Quick Scales, criterion referenced assessment and daily performance rubrics are common practice at BCCC in Grades 1-6. *PM Benchmarks* are used for coding students during the admissions assessment and provincial *Quick Scales* are used to assess *School Wide Writes*. The use of teacher-generated rubrics, often based on the *Quick Scales* and *Benchmarks*, is common practice at BCCC. Students are very familiar with the rubrics and often are required to use them to perform self and peer assessments. The Performance Standards appeared to be the anchor for most of the school wide language acquisition assessments. *Google Classroom* is used to communicate with parents and keep them current with classroom activities and monthly newsletters. *Google Documents* provides students with access to documents stored in *Google Drive* from school and home.

The provincial examination results for BCCC last year show that there was less than a 10% difference between the school mark and the examination mark.

4.7 The School meets the Learning Resources requirements as outlined in Section 4.7 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The library in the lower school has a very inviting and well-stocked collection of non-fiction and fiction print resources that serve the primary to upper intermediate students well. The leveled fiction collection is linked to the school wide and homeroom reading assessments. These



collections are a valuable teaching resource for teachers working with ELL students individually and in small pull out reading groups. BCCC has strong internet connectivity, which makes it possible for teachers to make effective use of their smart projector technology. BCCC has also purchased an EBSCO site license, which provides staff and students with access to online resources.

At the upper school the Team strongly encourages the School to develop a long-term plan for a learning resource center that becomes the learning hub of the School with a rich collection of fiction and non-fiction print, electronic and video resources. The current library is uninviting and inadequate for a Graduation Program.

4.8 The School meets the Student Progress Report requirements as outlined in Section 4.8 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Team confirmed that four formal report cards are sent home to parents that include letter grades, work habit marks, and anecdotal comments. All subjects are noted, including the exempted courses; however, the Team strongly suggest BCCC develop a report card that better reflects the new B.C. Education Plan.

The School implements a number of additional communication methods to report student progress including parent meetings following each reporting period and interim report cards. Teachers in Grades 1-3 use *Dojo Classroom* to give parents daily feedback with pictures, short videos and comments. Grades 4-6 use *Fresh Grade* to develop student created e-portfolios. Students select the work samples they would like to place in their portfolio; however, they must include an explanation of why they chose it and how it represents something they learned. Parents have access to the portfolios and are able to make comments.

Commendation:

BCCC teachers are to be commended for their efforts to keep parents informed about their child's progress through the innovative use of technology.

POLICY DEVELOPMENT 5.0

5.1 The School meets the Parent / Student Handbook requirements as outlined in Section 5.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Team reviewed the School's two updated 2016-17 Parent/Student Handbooks. BCCC has



developed a *Parent Handbook*, targeted specifically for parents in the lower school (K-6), and another *Upper School Parent and Student Handbook* targeted for parents and students in (7-12). Both handbooks contain similar information on such topics as the B.C. offshore program, the School's mission and vision, a detailed description of the B.C. curriculum, student assessment, general school information, school routines and school calendar. In addition there are several policies on such things as discipline, student harassment and bullying, and student/parent appeals and dispute resolution.

The upper school Parent/Student Handbook contains additional specific information on the Grade 10-12 Graduation Program and other items specific to the upper school.

5.2 The School meets the Teacher Handbook requirements as outlined in Section 5.2 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Team reviewed the School's updated 2016-17 *Teacher and Staff Handbook*. In addition to such items as BCCC's mission and goals, the handbook covers such things as a profile of the ideal BCCC student, office routines and procedures, emergency procedures, lesson planning, employee appeals, public reputation, supplies and inventory and a staff discipline form.

The handbook is helpful for teachers to understand the School's Korean context and understand their unique roles and responsibilities as professional teachers with the B.C. Offshore School Program.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the Distributed Learning requirements as outlined in Section 18 of The Agreement and Section 6 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School currently does not offer any Distributed Learning courses.



CONCLUSION

Commendations

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

- Greatly enhancing the upper school classroom space and overall learning environment by providing a newly leased, multi-story building dedicated exclusively for use by Grades 7-12.
- The collaborative teamwork of lower school teachers who have made good progress in the implementation of the redesigned B.C. curriculum; and upper school teachers who have collaborated and worked well together in establishing the routines and operations of a new upper school building.
- The high level of English language proficiency among students K-12.
- Effective use of specialty teachers in Music, Art, Physical Education and Mandarin K-6 which provides a rich well-rounded curriculum for students and creates additional preparation and collaboration time for B.C. teachers.
- Effectively communicating with students and parents as evidenced by the use of *DoJo* in the primary classrooms and *FreshGrade* in the intermediate classrooms.
- The K-9 BCCC teachers are to be commended for their planning and transitioning to the redesigned curriculum.

Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 15, 2017, the Owner/Operator provide the Director of International Education, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- A B.C. certified teacher must be responsible for the (4 credit) Graduation Transitions course and the development of a course overview.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Director of International Education that, contingent on responding to the above requirements to the satisfaction of the Director of International Education, the British Columbia Program offered at B.C. Collegiate Canada (BCCC) be recognized as a British Columbia Certified Program.

