Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

COLEGIO CANADIENSE
MEDELLIN, ANTIOQUIA PROVINCE
COLOMBIA
NOVEMBER 21-22, 2019

INTRODUCTION

On November 21-22, 2019, a virtual certification inspection was completed on Colegio Canadiense (CC) in Medellin, Antioquia Province, Colombia, 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 consisted of Alan Schroeder (the Inspector).

The School’s BC program has an enrolment of 110 students, in Grades 10-12. The BC program is housed within a larger pre-kindergarten to Grade 12 school that offers the Colombian national curriculum. The entire school, which houses the BC program, enrolls 1137 students.

During the virtual visit to the School, the Inspector reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal, the academic director responsible for the pre-K to Grade 12 national program, BC teachers, administrative support staff and students.

The Owner/Operator, Fundacion Colegio Canadiense, represented by Mr. Santiago Posada, is responsible for the BC program as well as the pre-K to Grade 12 national program. Students graduating from Colegio Canadiense obtain both the BC Dogwood and Colombian National Bachilerata High School diplomas. The School provides a unique program that satisfies Colombian national education requirements for pre-K through graduation and the BC program requirements from Grades 10-12. The pre-K to Grade 9 program is focused on addressing national program requirements while incorporating ESL and BC prep classes to develop English language capacity, allowing students to be ready for entrance into the BC high school program. The dual diploma program requires a high degree of collaboration between the BC and national programs.
During the past year, the School’s quality objectives were updated to the following:

**OBJECTIVE 1:** Provide a holistic education in partnership with families to form students with values, morals, principals, citizenship values, and social responsibility for them to take action in transforming the environment they find themselves in.

**OBJECTIVE 2:** Develop global consciousness in students that helps them respect, value, interact, and take on collective responsibilities, considering the social context and critical thinking, as they become global citizens.

**OBJECTIVE 3:** Encourage an entrepreneurial mindset in students so that they have become innovative leaders that develop projects that are based on the wellbeing of their community and society.

**OBJECTIVE 4:** Offer an educational service with high standards with ideal resources for the formation of holistic individuals.

The Inspector would like to thank Colegio Canadiense for its warm welcome, cooperation and preparedness for the inspection visit.

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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**Comment:**
The School had one requirement identified during its previous inspection (Fall 2018). All key concerns were addressed to the satisfaction of the Inspector.

**BUSINESS PLAN 1.0**

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<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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**Comment:**
The School has submitted a business plan that places a high priority on education and preparing students for future success. It has a five-year goal of having all Grade 9 students in the host school’s national program enroll in the BC graduation program, essentially doubling enrollment in the BC program.

Recent decisions and additions to the host school national program and to the BC program are expected to contribute to enrollment growth and student success. Examples include five hours of ESL classes weekly for K-9 students, a BC prep program of 4 hours weekly that aims
to improve language skills and raise awareness of the British Columbia educational program, a Bring Your Own Device program, a Character Counts! program, and plans for the construction of a new building on campus. The Owner/Operator aims to develop a modern school that offers high quality learning environment to support the future success of its students.

Commendation:
The School leadership, comprising the host school leadership and BC program leadership, is commended for its commitment, vision and passion to the School as demonstrated by the variety of initiatives introduced aimed at creating an atmosphere for student success.

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).

☐ Requirement Met  ☒ Requirement Not Met

Comment:
The Inspector confirmed that the Owner/Operator, Fundacion Colegio Canadiense, represented by Mr. Santiago Posada, meets all of the requirements as set forth in the Certification Agreement.

The Owner/Operator is supportive of and committed to the success of the School.

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.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School has on file a September 2011 letter from the Secretary of the Antioquia provincial Department of Education that authorizes the School to implement the British Columbia International Offshore Curriculum Program.
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 is located on an expansive 14-hectare property on the side of a hill on the outskirts of Medellin, Colombia.

The BC program space comprises five classrooms and has access to computer labs, a library/learning commons, chemistry lab and play fields, as well as offices for the BC principal and other BC program teachers.

The Inspector viewed a certificate from the Municipality of La Estrella with validity until September 22, 2020 that confirms that the School meets sanitary conditions as well as a certificate issued by the VOLUNTEERS FIREFIGHTERS SIDERENSE DE LA ESTRELLA ANT. that standards related to prevention, human safety, detection and extinguishing of fires are being met.

The School has developed emergency plans 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 as a school administrator in British Columbia. He has served as OSR for the School for six years.

The Inspector 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 in her first year serving as principal of the School. Prior to being appointed principal, she was a secondary school teacher at the School and taught in the BC Prep program. She also has teaching experience within the public school system in British Columbia.

She is a caring, dedicated, committed leader and has developed a productive and collaborative relationship with BC faculty, host school leadership, administrative support staff and students. With a couple of new teachers on the faculty this school year, she is committed to supporting their successful transition to the School and the new BC curriculum.

### 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:**
The BC program is supported administratively by a full-time experienced administrative assistant who is committed to supporting the BC program, its staff and students. There is extensive collaboration with the host school’s academic director. In addition, the BC program is supported by a capable and culturally savvy International Relations Coordinator who provides support in the areas of translation, document preparation and BC teacher visa acquisition.

Additional administrative support staff shared with the host school include a psychologist, technical support, secretarial staff and quality systems support.

**Commendation:**
The Inspector commends the administrative support team that is conscientious, focussed on the success of the BC program and its students, and works well with the BC program faculty.
2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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Comment:
The Inspector reviewed sampling of student record files and confirms that files contain required documents including a registration form, permanent student record (1704), ELL entrance assessment results and copies of recent student report cards. The BC Ministry of Education’s personal information consent forms have been completed by all students and parents. The files are stored in a secure filing cabinet in the BC principal’s office and managed by the BC program administrative assistant.

The School employs the TESS student information system to store and transmit student data to the Ministry.

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.

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

The Inspector reviewed a sampling of teacher files and confirmed the presence of all necessary elements including copies of the Ministry of Education Certificate of Qualification, employment contract, teacher evaluation, updated BC Ministry of Education personal information consent form, contact information and Colombian work permit.

The Inspector confirmed that the School has one teacher whose Certification of Qualification application was in progress. The Inspector verified that the School possesses a letter dated September 5, 2019 issued by the BC Ministry of Education providing a temporary exemption for the teacher. The Inspector verified that the School is supporting the teacher to ensure that all proper documentation is submitted to the BC Teacher Certification Branch in a timely manner.

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

The School possesses a current and valid letter from the Ministry authorizing locally certified teachers to teach Physical Education 10-11 and Fine Arts 11.
Colombian homeroom teachers are responsible for supporting the communication between the School and parents.

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

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Comment:
The Inspector reviewed curriculum planning documents, which showed evidence of a full transition to the new B.C. curriculum in Grades 10, 11, and 12.

BC program leadership created a new course/unit overview template reflecting the elements of BC’s new curriculum including core and curricular competencies, Big Ideas, learning standards and assessment. It is particularly helpful in supporting successful transition of new teachers by highlighting elements of the new curriculum.

With two of the School’s four teachers being new to the School this year, the School has invested time and resources in their professional development in support of implementation of the new curriculum. In particular, it has engaged the Society of Christian Schools of BC (SCSBC) for a series of sessions related to curriculum, assessment and First People’s Principles of Learning.

The School plans for its Grade 10 students to take the Graduation Literacy Assessment in January 2020. The School’s Grade 11 students will take the Graduation Numeracy Assessment (GNA) in January 2020 while the School’s Grade 10 students will take the GNA in April 2020.

**Commendation:**
The Inspector commends the School’s engagement of an external resource to provide professional development to teachers in the BC program in support of implementation of new curriculum.

**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:
Grade 9 students at the host school write the English language intake assessment in late spring. The assessment includes a reading comprehension component, a writing sample and an oral interview. All BC teachers and the Grade 9 BC prep teacher are involved in the administration and marking of the exam, under the supervision of the BC principal. The BC principal makes the final
decisions on accepting students, based on the intake assessment result along with the student’s overall academic performance and preparedness.

The School provides a variety of ELL supports to host school students at the Grade 9 level aimed at supporting their successful transition into the BC graduation program. Students receive four hours weekly of ESL classes in addition to five hours weekly in a “BC Prep” program that fosters in students a raised awareness of British Columbian culture and society as well as enhanced language skills. The School also offers a 22-week Study in British Columbia immersion program to a cohort of more than 30 Grade 9 students annually in partnership with the school districts of Abbotsford, Kelowna and Langley. One of the BC program faculty members remarked about the noticeable improvement in quality of grade 10 students in the BC program following the introduction of the preparatory programs.

**Commendation:**
The School is commended for providing a variety of ELL supports to students at the pre-BC program level aimed at raising awareness of British Columbian culture and society and providing additional language skills to enhance success in the BC graduation program.

**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.**

☑ Requirement Met ☐ Requirement Not Met

**Comment:**
The Inspector confirms that the School meets the course credit requirements for equivalency and exempted courses.

The School has an authorization letter from the Ministry dated June 26, 2019 exempting the delivery of the following courses by BC certified teachers: Physical and Health Education 10-11 and Arts Education 11.

The School currently does not offer any Board Authority Approved (BAA) courses, nor does it offer the opportunity for students to challenge courses.

**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 Inspector reviewed course planning documentation that demonstrates that the School has transitioned fully to the new curriculum.

Planning documents provided to the Inspector contained course overviews and unit planning documents that reflect the new curriculum. The planning documents identified core and curricular competencies, Big Ideas, learning standards, essential questions, and formative and summative assessment opportunities for the respective courses as well as the strategies and assessment practices of the teachers. With the implementation of a Bring Your Own Device policy, teachers reported using technology to enable learning which students have enthusiastically embraced.

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 Inspector confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 1015 hours per year, which exceeds the minimum requirement of 850 hours for Grade 10-12.

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 Inspector viewed evidence of the use of both formative and summative assessment practices. Formative assessment is offered on an ongoing basis through a variety of techniques and teachers adjust their instruction and evaluation accordingly. Teachers are required to provide one summative assessment for every three hours of class.
Effective teaching and assessment practices are discussed during regular BC program teacher meetings.

With differing grading scales between the BC and host school programs, consistent evaluation practices can be difficult, but the School makes students and families aware of the grading scales in the student/parent handbook and on report cards. The Principal also reviews course outlines and unit plans to ensure consistent evaluation practice between teachers.

Once students have taken the Graduation Numeracy and Literacy Assessments later in the school year, faculty plan to review the results to identify areas in need of extra assistance.

The School’s security and invigilation procedures for B.C. provincial examinations/provincial assessments are clearly articulated, run by B.C. teachers and supervised by the B.C. principal according to policy.

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

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**Comment:**
The Inspector confirms that the School meets the expectations for learning resources as outlined in section 2.22 of the inspection catalogue for offshore schools.

The School’s library contains over 7500 books in English, Spanish and French. Many more resources are sourced online by teachers and students through the Bring Your Own Device (BYOD) program. The School has a plan to begin acquiring e-books for student use.

The School has a computer room with six computers that is used mainly for student research purposes. The School has 33 tablet devices available to students, but with the introduction of the BYOD program, few students have the need to access the portable devices.

### 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:**
The School issues report cards four times each year, once after each of the two term-ends and once five weeks after the beginning of each term. The School organizes Open Days for
parents and teachers after each term-end, opportunities for parents and teachers to discuss students’ learning. The Open Days are led by students’ homeroom teachers.

Parents and students have ongoing access to all student evaluations online via BEAM software.

### 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 School has a comprehensive parent/student handbook which addresses all required areas in sufficient clarity and detail. There are two versions, a Spanish version and an English version, whose contents are aligned and contain information on topics including goals of the BC program for students, highlights of the core competency, BC program graduation requirements, BC/national program grading scale; teacher evaluation, professional development, admission requirements, provincial assessment requirements, and student/parent involvement in the BC program.

The Inspector was pleased to see prominent description of core competencies in the handbook.

### 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 teacher handbook is a comprehensive and professional document that focuses on everything teachers need to know about their employment conditions, their professional conduct, and their responsibilities for student safety.

### 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.

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**Comment:**
The School offers four courses through distributed learning to a small number of students: Physics 11, Chemistry 11, Pre-Calculus 11 and Calculus 12. The courses are offered through
the Ministry’s approved distributed learning service provider, Global Education. The courses are supervised by the Principal, who also communicates with the teachers regarding tests and assignments.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Colegio Canadiense for:

- The School leadership, comprising the host school leadership and BC program leadership, is commended for its commitment, vision and passion to the School as demonstrated by the variety of initiatives introduced aimed at creating an atmosphere for student success.
- The Inspector commends the administrative support team that is conscientious, focussed on the success of the BC program and its students, and works well with the BC program faculty.
- The Inspector commends the School’s engagement of an external resource to provide professional development to teachers in the BC program in support of implementation of new curriculum.
- The School is commended for providing a variety of ELL supports to students at the pre-BC program level aimed at raising awareness of British Columbian culture and society and providing additional language skills to enhance success in the BC graduation program.

SUMMATIVE RECOMMENDATION

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