

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

COLEGIO CANADIENSE

MEDELLIN, ANTIOQUIA PROVINCE

COLOMBIA

NOVEMBER 4-5, 2020

## INTRODUCTION

On November 4-5, 2020, an online certification inspection was completed on Colegio Canadiense 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 (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Johnny Bevacqua (the Inspector).

The School's BC program has an enrolment of 116 students, in grades 10 to 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 1050 students.

During their 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 Owner/Operator, Offshore School Representative (OSR), BC Principal, vice principal, National Program Academic Director and BC teachers.

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 Bachillerata 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.

Due to current COVID-19 restrictions and protocols, the School is currently offering a hybrid model of delivery whereby students study online four days a week and are on campus one day per week.

The BC program has embraced the mission, vision, values and beliefs of the larger school, subscribing to the motto “Forming the Future Entrepreneurs of Colombia”. The School’s vision is to “be recognized as an International School with high quality education, where students are formed with a solid comprehensive education and broad entrepreneurial thinking.”

The School’s quality objectives are as follows:

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 cooperation and preparedness for the inspection.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<b>Comment:</b> There were no requirements identified in the previous inspection report.			



## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed the business plan for the School and confirmed the existence of a detailed and measurable plan that focusses on student enrolment, teacher recruitment and retention, staff development and curriculum development.</p> <p>The School enrolment growth has been stable with small increases over time. The Owner/Operator has implemented a wide variety of marketing and communications strategies to maintain stability and realize moderate growth in enrolment. The COVID-19 pandemic has caused a slight decrease in enrolment but is expected to recover over time.</p>		

## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator meets the requirement for certification as identified in the Agreement.</p> <p>The School has continued to meet the requirements under the BC Global Education Program Offshore Schools Certification Agreement.</p>		

<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Inspector reviewed a certificate of approval for Colegio Canadiense to operate the BC program. Local government support is confirmed in a letter dated September 2020 from the Secretary of the Department of Education, Antioquia and is confirmed annually from the local government authority.</p>		



**2.04-2.05 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Colegio Canadiense is located on an expansive 14-hectare property buttressing the side of a hill on the outskirts of Medellin, Colombia.

The property includes six play areas or fields and a fenced swimming pool. The BC program uses five classrooms and has access to the computer labs, library/learning commons, chemistry lab and playfields, as well as an office for the BC Principal and the other BC program teachers.

The K-12 school provides food services for all students and staff choosing this option. The cafeteria meets local regulations and is inspected to ensure compliance.

Fire and evacuation procedures and practices, which conform to local government requirements, are in place.

The Inspector was able to review documentation filed by the School to confirm that it meets local building, safety, and cafeteria codes and regulations and has appropriate safety and evacuation plans in place.

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.

During the COVID-19 lockdown, the school was able to quickly transition to a temporary distance learning delivery model, using various modes of technology. At the time of inspection, and to COVID-19 restrictions, the School was delivering a hybrid model of schooling, with students and teachers learning and teaching online 4 days and on-campus 1 day per week.

The Inspector notes that the School was one of the first in the city to be granted permission, by the local health authority, to have students and teacher return to school in its current hybrid form. The School's success was in large part due to the establishment of a COVID-19 Health Committee, comprised of health experts, school administrators and parents. As a result, the School developed robust health protocols including a school-based health app.

The Team confirmed that the School has a continuity of learning plan and policy in place should the local authority issue another COVID-19 related lockdown.



**Commendation:**

The School is commended for its quick COVID-19 response, ensuring robust health protocols and continuity of teaching and learning for teachers and students.

**2.06 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.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The Inspector reviewed the contract of the Offshore School Representative (OSR) and confirmed that all the requirements related to the OSR in the Agreement are in compliance.

The Inspector confirmed with the OSR 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 operations.

The Inspector appreciated the assistance of the OSR during the inspection.

**2.07 The Principal meets the requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The Principal is in her second 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 dedicated, committed leader and has developed a productive and collaborative relationship with BC faculty, host school leadership, administrative support staff and students.

The Principal has indicated her desire to transition out of the position. The current vice principal has been selected to take over the role and has begun the transitional work with the Principal. The vice principal comes to the School with four years' experience working at two other BC offshore schools as a teacher and vice principal.



**Commendation:**

The School is commended for investing and building leadership capacity by adding a vice principal to their staff roster.

**2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The School meets the administrative support requirements as outlined in section 3.4 of the inspection catalogue and uses Windsor-TESS software to manage student data.

Administrative support, including an office administrator are dedicated to the BC program. The program shares other support staff with the national program, including two technical support staff, a student discipline coordinator, two staff in the human resources department, and an international relations coordinator.

A high degree of collaboration and collegiality was noted by all.

**2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

Student files are stored in the Principal's office and maintained by the office administration and were found to be in good order, containing all the required documentation. Report cards are produced and filed electronically, and teachers can access them as needed.

The Inspector noted that student and parent consent forms have been updated based on the ministry guidelines for the 2020/21 school year.



**2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Teacher files were reviewed and included all required elements including a copy of the principal and teacher contracts, work visa, performance reviews and appropriate emergency contact information.

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

It is noted that three teachers are on an approved letter of exemption (one valid until January 10, 2021, one valid until January 13, 2021 and one valid until February 25, 2021) pending Teacher Certification Branch (TCB) certification approval. The Team confirmed with the Principal that all documents have been submitted to the TCB.

All locally certified teachers have valid certification. Staff files are appropriately maintained and contained required documents.

The Inspector verified that valid criminal record checks are in place for all non-teaching/non-certified staff in the BC program as per the local regulations.

**2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Inspector reviewed curriculum planning documents, demonstrating of a full implementation of the new BC curriculum in grades 10, 11, and 12.

The School leadership has implemented a common school-wide framework for course/unit overview reflecting the elements of BC's new curriculum including Core and Curricular Competencies, Big Ideas, Learning Standards and assessment. The adoption of this planning framework has assisted in supporting teachers in successfully adopting and implementing the BC curriculum.

The School is having conversations and providing professional development related to the First Peoples Principles of Learning and exploring ways to make connections to the local indigenous peoples and history.



The School continues to iterate its offering of professional development according to need. This year the school has focused its attention on school embedded professional learning, having teachers share best practices, resources and tools. The School also continues to use outside experts to assist in providing professional development sessions to support the implementation of the various aspects of the BC curriculum

**Commendation:**

The School is commended for adopting a common planning tool and framework and for its commitment to professional development of teachers.

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

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

Grade 9 students at the host school wrote the English language intake assessment in late spring. Despite the COVID-19 related lockdown, the School was able to administer a slightly modified intake exam using online tools.

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.

Prior to the COVID-19 pandemic, the School also offered a 22-week Study in British Columbia immersion program to a cohort of more than 30 grade 9 students annually in partnership with various school districts. The School is hoping to resume this program post COVID-19.

**Commendation:**

The School is commended for pivoting to an online ELL intake assessment in response to the COVID-19 lockdown.





**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 inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially 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 does not offer BAA courses.

**2.21(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.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

Comment:

The Inspector confirms that planning documents meet the learning outcomes/standards identified in the BC Ministry of Education Program Guides. Each course has an overview and unit plans that include content, teaching strategies, assessment and evaluation methods that are linked to the BC learning standards. Practices such as active learning, group work, inquiry-based projects, and peer and self- evaluation were identified in the planning documents.

Planning documents also show evidence of departments working together to ensure consistency in evaluation.

While the School is having conversations and providing professional development related to the First Peoples Principles of Learning, there is limited school wide evidence in teacher planning documents related to the principles. The Inspector suggests that the School take steps to include the First Peoples Principles of Learning within teacher planning documents.



**2.22 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.**

Requirement Met

Requirement Partially Met

Requirement Not Met

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.

Due to current COVID-19 conditions and government protocols, the School is currently offering a safe, hybrid model of delivery whereby students study online four days a week and are on campus one day per week.

Commendation:

The School is commended for its quick response to the COVID-19 government lockdown in March by creating a continuity of learning plan and its subsequent leadership creating of a hybrid model of teaching and learning to start the current school year.

**2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Through teacher interviews, samples of student work, and descriptions in the course planning documents, it is clear that teachers use a wide variety of formative and summative assessments.

The School's security and invigilation procedures for BC provincial assessments are clearly articulated, run by BC teachers and supervised by the BC Principal according to policy.



**2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**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.

In terms of personal electronic devices, the School has adopted a Bring Your Own Device program which has been very successful. The School also provides students access to school owned devices if required.

Prior to and during the COVID-19 lockdown in March, the School had made a significant investment in technology, adopting and training staff in a new LMS (Google Classroom), purchasing online textbooks and increasing Wi-Fi bandwidth. This forward-thinking activity greatly assisted the School in providing its remote learning and hybrid learning delivery models.

**2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**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.

Report cards included all required elements.



**2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The handbooks are in both Spanish and English 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.

**2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

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

**2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met                       Not Applicable

**Comment:**

The School offers two courses through distributed learning to a small number of students: Physics 11 and Pre-Calculus 11. 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, staff and Offshore School Representative of Colegio Canadiense for:**

- quickly changing and adopting to an online ELL entrance assessment in response to the COVID-19 lockdown.
- its quick response to the COVID-19 government-imposed lockdown in March, creating a continuity of learning plan and its subsequent plan to creating a hybrid model of teaching and learning to start the current school year.
- creating a vice principal position as means of creating leadership capacity and formalizing a leadership succession plan.
- adopting a common teacher planning tool and framework.
- its ongoing commitment to professional development of teachers.

### SUMMATIVE RECOMMENDATION

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

