

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CBIS CANADA

SEOUL

REPUBLIC OF KOREA

October 31 – November 1, 2016

INTRODUCTION

On October 31 - November 1, 2016, a Certification Inspection was completed on CBIS Canada (CBIS) 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 161 students in Grades 1-10. The School is housed in its own stand-alone seven story building.

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 Director of Academic Affairs, the Interim B.C. Principal, B.C. teachers, Korean support staff and students.

It should be noted that the Team did not meet with the newly appointed B.C. Offshore Principal as he had not yet arrived at the School. Similarly the Team did not meet with the Offshore School Representative (OSR) as his contract with the School ended on October 31, 2016. Given the School's key leadership vacancies at both the Principal and Offshore School Representative levels, the Team commends the Interim Principal and Director of Academic Affairs, both new to the School this year, who went 'above and beyond' to help facilitate the offshore inspection process. The Team also met with the three key lead teachers (primary, intermediate, and secondary) who, likewise, ably lead the onboarding and orientation of the 11 new teachers, and the staff professional development sessions on the implementation of the redesigned B.C. curriculum prior to the start of the 2016-17 academic year.



The Owner/Operator, Mr. Jong Hee Han is responsible for the B.C. program. Mr. Han also operates an independent three level preschool/kindergarten program within the same building that serves approximately 100 additional students. Beneficially, this English early learning program serves as a significant feeder program for the CBIS Grade 1 program. The preschool/kindergarten program is not part of the certified B.C. program. It is taught by Korean and non-B.C. certified teachers from across North America.

The B.C. program's philosophy, objectives and special features are best summed up in CBIS's mission statement: *"CBIS provides an English-speaking learning environment that strives for excellence, so that all students acquire the skills, the knowledge, and the work ethic to become responsible and successful future leaders of a global society."*

The School's administrative and teaching staff expect students to demonstrate the following at CBIS:

- *3 R's – Respect, Responsibility and Results*
- *effort and hard work*
- *a creative and questioning mind*
- *performance and personal success*
- *involvement in school activities*

The Team would like to thank Canada British Columbia International School 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 School has not made progress with regards to the development of the Grade 10-12 graduation program.

The School has not yet successfully:

- addressed current recruitment and retention issues and strategies at the graduation program (Grade 10-12) level. The School has attempted to expand the B.C. program beyond Grade 9, however, for two consecutive years they have only been able to retain two students per year in the Grade 10 program. Consequently, the School has not been able to add Grade 11 to the graduation program this 2016-17 academic year as originally envisioned within the School's five year business plan.
- developed a specific implementation plan outlining how the School intends to fully implement the Grade 10-12 graduation program over the next three years. This plan



must address recruitment, program, staffing, learning resource, and facility requirements.

- developed a local school policy for the adjudication of graduation program student applications for Equivalency and Challenge.

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:

Although the Team feels confident in the current sustainability of the B.C. program in the primary and intermediate grades, the School's long term vision is to become a Grade 1-12 B.C. program. To that end, the School will need to develop and implement a more thorough multi-year Business Plan, complete with intentional strategies and measurable goals that are continually monitored and revised as needed.

To date, parents are confident and supportive of the School's ability to deliver the B.C. program for the primary and Intermediate grades, but the School has been unable to sustain parental confidence as their children transition into the upper intermediate and high school grades. The School's business plan needs to specifically develop this aspect of the School's future growth.

Requirement:

The School must develop a specific implementation plan outlining how it intends to fully implement the Grade 10-12 graduation program over the next three years. This plan must address recruitment, program, staffing, learning resource, and facility requirements.

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 examined the Business Registration/License of the CBIS Corporation by the Gangdong District Tax Office. An updated document dated Oct. 31, 2016 confirmed that there



were no outstanding issues between the School and the District Tax Office.

The operating registration document issued by the Seoul Metropolitan Gangdong Regional Education Office (May 29, 2012) authorizes CBIS to open a Hagwon (Learning Institution) to offer an integrated specialized school curriculum. This is in accordance with the No. 6 Hagwon Establishment Operating Law.

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 was provided with the latest Fire Inspection Report that was conducted in May 2016, with no issues detected. EM Electrical Safety inspects the electrical system monthly. The elevator is inspected monthly as part of the regular building inspection. The cafeteria was inspected on June 14, 2016 under law 56 of Food Safety and it was approved.

The modern, attractive building was specifically designed to be a School. The Team is satisfied that the School meets local building safety and cafeteria codes and regulations. The School is well maintained and has a satisfactory level of cleanliness. An elevator provides complete accessibility to all parts of the multi-story building. In summary, the facilities are suitable to support the B.C. program.

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 discontinued its relationship with their Offshore School Representative on October 31, 2016, coinciding with the date of the Ministry of Education Offshore School inspection visit. Consequently the School did not have an OSR at the time of the Ministry inspection.

Given the fact that CBIS started the year without a B.C. Principal, it cannot be overstated how difficult it was for the teaching and support staff to also be without the support of the Offshore School Representative.



The Owner/Operator intends to confer these duties on the new School Principal, as outlined in the *Certification Agreement, Schedule B, Part II 4.*

Requirement:

In view of the fact that the Owner/Operator intends to confer the duties of the OSR on the new Principal, the School is required to review and revise the current job description of the Principal in light of these new administrative realities.

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

Given the fact that the new B.C. Offshore School Principal had not yet arrived at CBIS, the Team was unable to verify whether the newly appointed Principal or will readily qualify for a valid B.C. teaching certificate.

The new Principal has received an exemption from the Ministry while his certification application is in progress.

The Team was shown a copy of the new Principal's resume, indicating that the Principal has previous administrative experience within Alberta, B.C. and at an international school in Qatar.

Requirement:

The School must provide verification of TRB teacher certification for its newly appointed Principal to the Ministry of Education.

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:

As previously stated in the Introduction section of this report, the School currently has two key leadership vacancies, namely a Principal and Offshore School Representative. The Team recognizes that without the exceptional administrative support and diligent work of the newly appointed Director of Academic Affairs and newly appointed Interim Principal, and three key lead teachers (primary, intermediate, and secondary), the School would not have been ready for this certification inspection.

In addition to the aforementioned administrative support, the School is also supported by



several Korean administrative support staff. There is a Director of the Business Office, Deputy Director of Academic Affairs, a person who works in admissions and as a Registrar, a supply purchasing clerk, an ACA (After Class Activities) coordinator and a kindergarten coordinator. The Team recognizes the valuable role each plays to support the administration of the B.C. program.

Commendation:

The administrative support staff are to be commended for the exceptional work being done, particularly in the absence of the Principal and an Offshore School Representative.

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.

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.

This was verified by the **2016-17 TRB Certificate Verification Response Form dated October 31, 2016.**

However, as previously mentioned in Section 3.3, the Team was unable to verify whether the newly appointed Principal will readily qualify for a valid B.C. teaching certificate.

All teacher files are securely stored and were found to be complete in all required aspects including a copy of each teacher's contract, TRB certification, B.C. Ministry of Education



personal information consent form, resumes and reference letters, and where applicable, teacher evaluations.

The Team also confirms that the teacher responsible for teaching the exempt Mandarin course is locally certified and has a valid local criminal record check. The Korean teacher's assistant also holds a valid criminal records check.

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 found strong evidence that the redesigned B.C. curriculum is being implemented in Grade 1-9 and that planning is well underway for the implementation of the redesigned Grade 10 curriculum. During their 2016 summer break, two CBIS teacher team leaders attended the Offshore School Professional Development Workshop on the renewed B.C. curriculum and assumed the role of implementation leaders for their School. The Team Leaders organized in-service training sessions for teachers on the redesigned curriculum and the use of *Atlas Rubicon* software to develop course overviews. Team Leaders provided much needed teacher support and reviewed all course overviews. Several teachers expressed their appreciation for the support they received from the team leaders. The Team noted that developing course overviews using the *Atlas Rubicon* program made teachers much more familiar with the redesigned B.C. curriculum, and led to more thematic planning, particularly at the same grade level.

In addition to working with teachers, team leaders also held a parent information session to explain the redesigned B.C. curriculum and how it is built on the pillars of literacy and numeracy, essential learning, and core competencies.

Commendations:

The Team Leaders are to be highly commended for leading the CBIS teachers through the implementation process in the absence of a Principal and Offshore School Representative.

The teaching staff is to be commended for learning the *Atlas Rubicon* program and working collaboratively to develop curriculum overviews that reflect 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 confirmed that all new CBIS students completed a comprehensive assessment for English language proficiency. The English language learning teacher developed an entrance assessment that is grade specific and administered by the administrator and homeroom teacher. The assessment has also been designed to match the “leveled” reading resources in the library.

Students are given an age-appropriate reading passage, and a writing prompt they have to respond to. In addition to the language proficiency assessment, students entering the primary program are given a numeracy assessment that involves written responses and the use of manipulatives.

A copy of the completed rubrics used for scoring the student's performance in both reading and writing are attached to the evaluation and placed in the student's file. A copy also remains with the homeroom teacher for tracking the student's growth and development over time. The admissions tests for each grade have been further broken into separate reading, writing and math components. The ELL teacher administers the reading portion and the homeroom teachers administer the writing and math components at the start and end of the year. A summary of the results of the assessments is placed in the student file, and will be used to document their progress over time. These assessments also provide important program and grade specific diagnostic information that can inform school planning and resourcing.

The 'School-Wide Write' portion of the assessment involves the whole school responding to the same writing prompt, which is based on a specific virtue. Grades 1 and 2 students are assessed using the provincial 'English Language Learning Standards', and Grades 3 to 10 are assessed using the provincial 'Performance Standards'.

Commendations:

CBIS is to be commended for developing an admissions assessment that is levelled to the library reading resources and connects to the school wide language assessments that occur twice a year.

CBIS is to be commended for having a formal language proficiency assessment that has been designed by the ELL teacher, and is linked to the bigger picture of language acquisition at CBIS.



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:

As previously noted in this Certification Inspection Report, the School has not yet developed a local school policy for the adjudication of graduation program student applications for Equivalency and Challenge.

The School is offering Mandarin in Grades 4-12 as a ministry approved exempted course. An exemption letter was on file as was evidence of local teacher certification for the course.

In addition, the School does not offer BAA courses.

Requirement:

The School must develop a local school policy for the adjudication of graduation program student applications for Equivalency and Challenge.

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 grade and course. A collaborative process on the part of staff to develop course overviews that reflect the redesigned B.C. curriculum was very evident. Comprehensive course overviews for all the grades and subject areas follow the same format using the *Atlas Rubicon* software. The cross grade and subject connections are clearly identified along with the core competencies, big ideas and content. The overviews also included timelines, teaching and learning strategies, and assessment indicators based on formative and summative assessments. The course overviews show a strong alignment between long-term and short-term unit plans and the development of daily lesson plans.

The staff of CBIS has created a rich culture of learning rooted in an atmosphere of caring and respect.

Commendations:

Teachers are to be commended for their commitment to collaboratively planning for and implementing the redesigned B.C. curriculum.



The School is commended for CBIS's collaborative development of school language assessments based on the performance standards as a diagnostic tool for tracking student English language development.

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 confirms that all instructional time requirements are being met with a minimum of 936 hours from Grades 1 to 10. The School's timetable is structured with 7 classes of 45 minutes each day. While not included as part of the instructional time calculations, the CBIS schedule includes an 8th block of 45 minutes at the end of each day referred to as After School Activities (ASA). During this block all students, Grades 1 to 10, participate in a variety of co-curricular, extra-curricular activities, enrichment and learning support.

Students in Grades 1 to 9 are meeting Daily Physical Activity through their Physical and Health Education classes. Students are also involved in a variety of extra-curricular sports activities. In addition to three weekly PE classes, Grades 8 to 10 students also participate in "just dance" and a variety of sports teams. The Grade 10 students track their physical activities using a log, which becomes part of their Graduation Transitions.

The Team noticed a number of initiatives at CBIS designed to enhance instruction for ELL students. Teachers new to the School receive in-servicing on ELL teaching strategies during the week-long orientation meetings prior to the start of the year. The ELL teacher has also developed an assessment tool that assists homeroom teachers with identifying the areas of support ELL students require. The ELL teacher works with homeroom teachers by providing learning resources and developing teaching strategies specific to the needs of students in the class. The ELL teacher also works individually and in small groups with students requiring more intensive ELL support.

High school staff have also been assigned a block of time to work as education assistant support in the primary and intermediate classrooms. Having a second teacher in the class provides valuable support to students struggling with English language acquisition.

Commendation:

CBIS is to be commended for its focus on providing strong ELL support through the



development of diagnostic tools that monitor student language acquisition over time and for providing resources and learning support for homeroom teachers.

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 assessments to determine individual student achievement. The use of the Provincial Quick Scale standards is common practice at CBIS and is clearly identified in the course overviews. The *Quick Scales and Performance Standards* are also used for scoring the admissions assessment and school wide writes. In addition to *Quick Scales and Performance Standards*, all CBIS teachers routinely develop summative and formative outcomes based rubrics for their classroom assessments. Students are often required to do self-assessments based on these rubrics, and at the October parent/teacher interviews, created their own portfolios which they used to do student led parent conferences.

Previous years Foundation Skills Assessment results, last year's Grade 10 exam results and school wide assessments confirmed the School's commitment to using Ministry of Education and School assessments as valuable diagnostic tools.

Commendation:

CBIS staff is to be commended for its use of grade wide assessments and for linking Ministry *Quick Scales and Performance Standards* to their assessments.

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 Team observed adequate print resources to deliver the B.C. curriculum. Textbooks were current and sufficient for the subject areas taught; however, teachers also use a wide variety of supplementary resources, including the internet and software programs, to support teaching and learning. In addition to Google classroom and Google Documents teachers utilize a variety of strategies that integrate educational resources and classroom technologies.

Students have regular access to technology resources including a lab consisting of 22 computers housed in the library and 20 new *Chrome Books* that can be signed out on an individual basis.



The use of internet and other digital resources has become a natural part of teaching and learning at CBIS.

CBIS has invested a great deal of time to level the library's fiction collection. The levelling of the books has provided a valuable link to the entrance language assessment and classroom language assessments. Students are able to select books appropriate for their reading level and teachers are able to provide reading support specific to the student's level of reading. The library has a very good collection of non-fiction and fiction books, which have been levelled, to support the School's emphasis on reading and language acquisition. The library also has licences for software programs such as *Raz Kids*, which assist ELL students with developing their reading and speaking English language skills. The librarian provides orientation sessions for all classes, and works with teachers to provide student support for research projects, reading programs and other library related assignments.

Commendation:

The School is to be commended for the investment it has made in the development of the library to date.

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 CBIS complies with the student progress report requirements. Interim reports are sent home in October and February, and formal report cards in December, March and June. Parent teacher conferences are held in October and March, both of which are student-led, using student-developed portfolios. Formal report cards include letter grades, work habit marks, and anecdotal comments.

In addition to the letter grade mark the report lists a summary of the "curricular competencies" for each term and students receive a competency progress level mark of 1 to 4, 1 being "Not Yet Meeting" and 4 being "Exceeding". All teachers maintain a daily blog to keep parents up to date with classroom activities and homework assignments, but when necessary email parents or have a translator call them directly.

Commendation:

The teachers are to be commended for their communication with students and parents. The use of a daily blog has been particularly effective with keeping parents informed about homework, assignments and classroom activities.



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 updated 2016-17 Parent/Student Handbook. It contains appropriate information for students and their parents on such topics as the B.C. education program, grading structure, extracurricular activities, communication with parents and students, student support services, attendance policy, school uniforms, student conduct expectations and discipline, after class activities, parental involvement, acceptable use policy for computers, harassment policy and procedures, and student/parent appeals and dispute resolution policy.

In summary, the Parent/Student Handbook is clear, relevant, and informative for parents and students alike.

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 CBIS Teacher/Policy Handbook. The Handbook contains information that help teachers understand the School's Korean context and understand their unique roles and responsibilities as professional teachers within the B.C. Offshore School Program.

Helpful policies on such topics as Student/Parent Appeals, dispute resolution, incident reporting, student assessment, controversial issues and materials, reporting of suspected child abuse, student harassment, evaluation of teachers, parent and teacher communication, CBIS hiring policy, professional development dispute resolution, and CCTV surveillance are among the many policies included in the Teacher/ Policy Handbook.



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 does not offer any Distributed Learning (DL) courses.

CONCLUSION**Commendations**

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

- A dedicated, nurturing teaching and support staff, committed to serving the needs of all its students within the context of the B.C. program being delivered within a Korean culture.
- The collaborative teamwork of teachers who have accomplished much together. The teachers' commitment to professional dialogue, course overviews and unit plans reflective of the redesigned B.C. curriculum is commendable. There is ample evidence that discussion regarding instructional strategies, the use of rubrics and other assessment methods occur.
- The high level of English language proficiency among students in Grades 1-10.
- Having a well-resourced and maintained school facility that enables the staff to provide appropriate and effective learning opportunities for their students.
- After School Activities program offerings which develops the 'whole child', enhances the student's learning experience, and provides further enrichment and academic support.
- The effective means of communication with students and parents as evidenced by publishing daily blogs, interim report cards, and student portfolios
- Inspiring displays of student work in the classrooms and hallways, giving the School a distinct student centered character
- Their admissions and school-wide assessments for language development and proficiency based on the provincial performance standards.



Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 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:

- The School must develop a specific implementation plan outlining how it intends to fully implement the Grade 10-12 Graduation Program over the next three years. This plan must address recruitment, program, staffing, learning resource, and facility requirements.
- In view of the fact that the Owner/Operator intends to confer the duties of the OSR on the new Principal, the School is required to review and revise the current job description of the Principal in light of these new administrative realities.
- The School must provide verification of TRB Teacher Certification for its newly appointed Principal.
- The School must develop a local school policy for the adjudication of graduation program student applications for Equivalency and Challenge.

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 Canada British Columbia International School be recognized as a British Columbia Certified Program.

