

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CBIS CANADA

GANGDONG-GU

SEOUL, REPUBLIC OF KOREA

OCTOBER 26-27, 2015

## INTRODUCTION

On October 26-27, 2015, a Certification Inspection was completed on CBIS Canada (CBIS), Gangdon-Gu, Seoul, Republic of Korea, termed ‘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 Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Doug Lauson (Chair) and Hugh Gloster.

The School’s BC Program has an enrolment of 183 students, in Grades 1-10. The school is located in its own stand-alone building of six floors.

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, Director of Academic Affairs, BC Principal, BC Teachers and support staff. The Offshore Program Consultant (OPC) was not present for the inspection.

The Owner/Operator, Mr. Jong Hee Han, is responsible for the BC Program. Mr. Han also operates an independent Kindergarten program on the second floor in the school building. This program provides the intake to the BC Grade 1-10 program.

The BC Program’s philosophy, objectives and special features include:

- a Mission Statement “to provide 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 our global society”,
- an active After-School-Activities program that gives students the opportunities to explore both academic and non-academic activities,



- a weekly Open House to provide information about the school to prospective parents,
- a Pre-school/Kindergarten program that focuses on preparing students for entry in to the BC program.

The Team would like to thank CBIS 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

**Comment:**

The previous report listed one requirement that focussed on the implementation of a plan to introduce the Graduation Program. The school currently enrolls its first class of grade 10 students and will be introducing grade 11 in September 2016.

**OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0**

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

Requirement Met       Requirement Not Met

**Comment:**

The Team examined the Business Registration/Licence of the CBIS Corporation by the GangDong District Tax Office (May 21, 2015). The Operating Registration document issued by the Seoul Metropolitan Gangdong Regional Education Office (May 29, 2012) authorizes CBIS to open a Hogwan (Learning Institution) to offer an integrated specialized school curriculum. This is in accordance with the No. 6 Hagwon Establishment Operating Law.

**2.1 (v) The Owner/Operator has completed and filed the Business Plan section with the BC Ministry of Education, confirming the sustainability of the Program.**

Requirement Met       Requirement Not Met

**Comment:**

The Owner/Operator submitted the Business Plan with the Inspection Catalogue in September 2015. The Business Plan describes the school facilities, school/business operations, Human Resources data and alignment with international education in BC.

Commendation:



The Team examined the Business Plan and confirms that it is well thought out and the school is viable and sustainable based on the projected action plans and objectives.

**2.2 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 Not Met

**Comment:**

The Team was provided with the latest Elevator Cab Inspection Report (August 31, 2015) that indicates a successful inspection. The elevator is inspected monthly as part of the regular building inspection. The last Fire Inspection Report was done on April 2015 and no faults were found. EM Electrical Safety inspects the electrical system monthly and the report of September 15, 2015 indicates no issues. The Cafeteria was inspected on August 21, 2015 under law 56 of Food Safety and it was approved.

**Commendation:**

The school provides a safe environment for its students, meeting all the local codes and regulations. The cafeteria provides meals of a high quality to both students and staff.

**ADMINISTRATION 3.0**

**3.2 Offshore Program Consultant (OPC) - The Owner/Operator may appoint an individual to act as Offshore Program Consultant. 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 appointed OPC was previously the Principal of the school. He resides in British Columbia and by mutual decision with the Owner/Operator, was not present for the inspection. The Team examined the short job description of the OPC and confirms that he meets all the requirements of the inspection Catalogue section 3.2.

**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 has many years of experience in British Columbia as both teacher and administrator. In his first year at the school, he brings this expertise to CBIS and is providing leadership to the staff in educational matters and the school in administration. The Principal is also responsible for the admission of students, being directly involved in the structured admission process. He does teacher evaluations each year and has added a professional growth component to the evaluation process.

**Commendation:**

In the short time that he is been at the school, the Principal has gained a detailed understanding of the school and the educational process in Korea. He is well respected by the staff.

**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:**

Administratively, the Principal is assisted by a number of persons including the Director of Academic Affairs and several support staff. Educationally, he is supported in his role by a Lead Teacher.

**Commendation:**

The administration of the school provides strong leadership to the teaching staff. The administrative office maintains excellent student and teacher records.

**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:**

Student files are kept in the Admissions Office in plastic binders, by homeroom grade. In addition to the required items, the files contain several locally required documents such as consent forms, passport photocopies, application forms, etc. The school uses Harts TESS school administration software. Together with the data contained in the student files, the TESS program completes the student record requirements of the Agreement and Inspection Catalogue.

**Commendation:**



The student files are well organized.

### 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 examined the TRB Verification File and cross-checked it against the list of teachers. One teacher holds a temporary exemption letter from the Director of International Education. One locally certified teacher teaches the exempted Mandarin course. Teachers are evaluated by the Principal each year through a clinical supervision model. Teacher contracts are signed annually and are included in the teacher's file. The contract is specific in many areas including the work expectations, benefits and termination clauses. The school provides four professional development days per year. These are planned in advance and include a first-time Pro-D day with the other BC program school in Korea on November 6, 2015, and attendance at the Korean Council for Overseas Schools (KORCOS) conference.

**Commendation:**

All teacher files are stored in the Admissions Office and the Teacher Evaluations in the Principal's Office. Both sets are orderly and organized.

## EDUCATIONAL PROGRAM 4.0

### 4.1 The School meets the requirements for English Language Assessment and Acquisition as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

**Comment:**

CBIS has a comprehensive process for assessing the English language proficiency of students wishing to enter the school. Typically this begins with the family attending one of the frequent open houses that are offered for prospective applicants to ensure the school is a good 'fit' from the parents' perspective. Students are then interviewed by the Principal, Director of Academic Affairs and the Homeroom Teacher for that grade level. Students are also presented with an age-appropriate reading passage, as well as a writing prompt they have to respond to. The student is then evaluated using a 4 point scale that is modelled on the Performance Standards. The final evaluation considers the student's performance in each of the following areas:

- The Interview
- Reading: Vocabulary
- Reading: Comprehension
- Speaking: Fluency and Confidence



- Speaking: Accuracy and Pronunciation
- Writing (sentence structure, etc.)

The school also reviews the student records from their previous school and any other relevant information. A copy of the completed rubrics used for scoring the student's performance in both reading and writing are attached to the evaluation form and these are placed in the student's file and a copy remains with the teacher. Student performance on this evaluation has aligned well with subsequent assessments of the student, suggesting that it is a reliable instrument in predicting success.

Once accepted into the school, students are formally assessed three times per year, and the results of these assessments are placed in the student files. A 'School-Wide Write' is used as part of this assessment with the whole school responding to the same writing prompt. Grade 1 and 2 students are assessed using the provincial 'English Language Learning Standards'. Grades 3 to 10 are assessed using the provincial 'Performance Standards'. Reading levels are determined using the 'Standardized Reading Index'. All of these results are put in the student's file and are used by the teachers.

A further step that was taken in the past year was to have Grade 4 and 7 students participate in the Provincial Foundation Skills Assessment (FSA). The results of this provide the school with a further measure of student progress.

CBIS has a number of initiatives in place to support students with their English language acquisition. In the Primary Program, the results of the school-wide assessments are used to identify groups of students who need support in one or more areas. English language support is then offered to small groups through the Library. Education Assistant (EA) time is also put into specific classes where the profile of the students in the class warrants it. At the Grade 3 level, a permanent EA has been assigned to the class as a result of the large number of students in that division. Specialist teachers in Grades 7 to 10 who have space within their timetables are assigned to provide classroom support to the Grade 1 and 2 classes. Each class in the school is also placed in a 'buddy' arrangement with older students mentoring younger students. The focus of 'buddy time' often includes having students read to each other. CBIS also offers a variety of literacy-focused programs in the after class activities that take place each day from 3:25 to 4:10 p.m. On Fridays, the whole school engages in a Drop Everything and Read (DEAR) program.

CBIS also supports teachers in adjusting pedagogy to help meet the needs of English language learners (ELL). This is accomplished through a program of professional development that is delivered in August. Experienced lead teachers also help their colleagues during after school time when groups of teachers get together for planning purposes.

#### Commendations:

CBIS is commended for the comprehensive process that is followed to determine the suitability of students for entry into the BC Program. The school is also commended for the ongoing assessment program that is being used, including having students write the



Provincial FSA Program.

**4.2 The School meets the Course Credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 4.2 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

As CBIS is in its first year of offering Grade 10, it does not have a history of dealing with students requesting equivalency credit for prior learning or challenging existing courses. Consequently, at the time of inspection it did not have a policy in place regarding dealing with course challenges or requests for equivalency credits. Additionally, the school is currently not offering any BAA courses.

CBIS is offering Mandarin for Grades 4 to 10 as exempted courses. An exemption letter was on file as was evidence of local teacher certification. There were also course overviews, provided in English, covering each of the years of the Mandarin Program.

**Requirement:**

CBIS is required to develop a local school policy for the adjudication of graduation program student applications for Equivalency and Challenge.

**4.3 The School meets the Course Overview requirements as outlined in Schedule B Part I (d) of the Agreement; namely, that all BC Program courses offered in the School meet or exceed the learning outcomes identified in the Educational Program Guides for each course, with a course overview for each course that includes content, teaching strategies, evaluation and assessment methods which are clearly linked to the BC learning outcomes.**

Requirement Met       Requirement Not Met

**Comment:**

During the inspection, the Team reviewed the overviews that were developed for each of the courses being taught at all grade levels. These were found to be of very high quality with significant detail. There was also evidence of extensive planning being done by teachers to meet the learning outcomes outlined in the BC Curriculum. Daily lesson plans were typically thorough and referenced the time required, topics and learning outcomes to be covered, as well as the teaching strategies and activities to be used. Specific reference was also made to the assessment techniques that would be employed, and many teachers also included a reflection of the effectiveness of the lesson and any changes they would make in the future. Classroom visits also confirmed that teachers were monitoring student progress in a variety of ways, including 'running records' as to how individual students were doing in relationship to the prescribed learning outcomes. The classrooms and hallways of the school included many displays of quality student work that aligned with content from the BC Curriculum.



**Commendation:**

The teachers of CBIS are commended for the detailed course overviews they have been developed that are aligned with the learning outcomes specified within the BC Curriculum.

**4.4 The School meets the Instructional Time Allotments requirements as outlined in Section 4.4 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. The school's timetable is structured with 7 classes of 45 minutes each day. This is followed by an 8<sup>th</sup> block of 45 minutes that is referred to as After School Activities (ASA), where all students from Grades 1 to 10 participate in a variety of co-curricular and extra-curricular activities. Grade 1-6 students at CBIS receive 938.25 contact hours per year, while Grade 7-12 students receive a minimum of 910.5 hours. In each case, the program offered exceeds the instructional time and learning outcome requirements as outlined in the relevant orders.

While not included in the calculation of instructional time, it is worth noting that the ASA program offers extension, enrichment and support blocks that benefit the students of CBIS greatly.

The Daily Physical Activity (DPA) requirements established by the MoE are being met in a variety of ways. All students in Grades 1-10 are receiving Physical Education three times a week. Homeroom teachers ensure that DPA is being done on the alternate days and is being recorded. Students in Grades 8-10 receive an additional block of physical activity each week through the after school activities sessions, resulting in a total of 180 minutes each week.

With regard to support for teachers developing strategies to enhance instruction for ELL, a number of initiatives were noted. An initial week-long orientation session is done for teachers who are new to the school prior to the start of the year. This is followed by a pro-D day that is attended by all teachers. The school also has a password protected online site where teachers post useful resources, lesson plans and links to websites that support teaching in an ELL environment. Teachers also co-plan and or co-teach in a number of situations. This led to positive changes in pedagogy.

**Commendation:**

The staff of CBIS is commended for the comprehensive 'After School Activities' program they offer to their students.





#### 4.5 The School meets the Assessment Methods requirements as outlined in Section 4.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

**Comment:**

CBIS has yet to have students write provincial exams, as the school is in its first year of offering Grade 10. Plans are already established to ensure the security of the exams and the integrity of the writing process. The Principal of the school is well experienced in this area as provincial exams came under his authority in his previous assignment in BC.

Evidence of a variety of both formative and summative assessments were observed by the Team during visits to the classrooms. Several teachers were also maintaining records that kept track of areas of strength and challenge for individual students, and these were being used to determine support strategies. Extensive use of the provincial performance standards was also noted as was the use of rubrics in most classrooms.

Teachers at the secondary level meet on a regular basis to consider common assessment strategies that can be used with students. They routinely use exemplars of both student work and previous provincial exam questions to help prepare their students.

During the new teacher orientation process and the opening pro-D day, time has been devoted to look at the performance standards. Staff meeting time is also devoted to professional discussions about assessment practices.

#### 4.6 The School meets the Learning Resources requirements as outlined in Section 4.6 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

**Comment:**

During the inspection, the Team verified that CBIS is equipped with the necessary learning resources to deliver the BC Curriculum.

The Library Resource Centre continues to undergo a transformation in its second year of having a teacher-librarian. The collection itself consists of over 7,000 titles and at the time of the inspection, the librarian was culling out old titles and separating fiction and non-fiction resources. There are close to 100 new titles being added each month, and a Book Fair is being organized to expand the collection further. Online resources are also being prioritized as the Library expands in the future. A Read-A-Thon is also organized twice a year to promote school-wide literacy.

Grade 1-3 classes have established library times where the students work with the Teacher-



Librarian. Grade 4-10 classes are booked into the Library at the request of the classroom teacher. The library is also used as a center for ELL support as the librarian works closely with the teachers to assess student progress and to design and deliver response plans. The library benefits from the support of Leadership students who help to maintain it on an ongoing basis.

The effective use of computer and tablet technology is currently under review. Each classroom is equipped with a computer that is connected to the Internet and is connected to an LCD projector and speakers. There is also a lab of 22 computers in the Library and a mobile cart of 10 MacBook Pro computers. CBIS is also considering a Bring Your Own Device (BYOD) policy for the future.

Classes were equipped with adequate print resources to deliver the BC Program. During the inspection, the Team noted that the prescribed textbooks were readily available, and many classes were also making use of workbooks. Teachers also had access to photocopiers and other supplies to create their own print materials.

#### **4.7 The School meets the Student Progress Report requirements as outlined in Section 4.7 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

##### **Comment:**

During the inspection the Team verified that the Student Progress Report requirements were being met. The formal progress reports contain all the necessary information to be in compliance with the BC Program. In addition, the school distributes interim reports in October and February, and sends home formal report cards in December, March and June. Student led Parent Teacher Conferences are organized in October and March.

The staff routinely communicate with parents by email, telephone and through the daily blog that teachers prepare.

##### **Commendation:**

The teachers are commended for the daily blogs that they post for parents and students to access. These blogs typically provide an insight into what the class/students have been doing as well as other relevant information about homework and reminders of upcoming events.



**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 Student and Parent Handbook is updated for 2015-16. The handbook is detailed, providing all the information needed including Section 1 'Student Conduct Expectations and Discipline'. There are also detailed sections on the 'Harassment Policy and Procedures' as well as a specific reference to Policy 3 'Student/Parent Appeals, Dispute Resolution'. There is a list of the Table of Contents of the online CBIS Policy Book ([www.cbis.or.kr](http://www.cbis.or.kr)) that shows parents the 31 school policies.

**Commendation:**

The Student and Parent Handbook is well written, detailed, and easy for parents and students to follow.

**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 Teacher Handbook has been updated for 2015-16. It is detailed, outlining all the responsibilities required of teachers including communicating with parents, supervision, fire-drill and earthquake procedures as well as for the day-to-day operation. There is also reference to the Teacher Regulation Branch Standards of the Profession.

In addition, the school has published an excellent Policy Book that is also available online. It contains the policies that govern the day to day operation of the school.

**Commendations:**

The Teacher Handbook is well written and easy to follow. The School Policy Book is an excellent resource for appropriate governance procedures.



**Appendix 5 The School meets the Distributed Learning requirements as outlined in Section 18 of The Agreement and Appendix 5 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met       Not Applicable

Comment:  
CBIS Does not Offer Any Distributed Learning courses.

## CONCLUSION

### Commendation

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

- publishing daily blogs (using Weebly software) as an effective means of communication with students and parents,
- establishing an intranet home/landing page that enables teachers to share resources, download forms and book school rooms/facilities,
- using course overviews that are well done and consistent through the school,
- exhibiting the excellent student work in the classrooms and hallways, giving the building its distinct school character,
- the efforts in running the extensive extra-curricular activities in their ACA (After-Class-Activities) programs,
- excellent organization of student and teacher records and efficient school administration,
- an Owner/Operator who continues to support the school in its mission of providing Korean children with good education,
- collaborative teamwork of the staff members, both in and outside of the classroom environment.

### Requirement

**In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2016, the Owner/Operator provide the Director of International Education, responsible for BC Global Education Program - Offshore School, with a plan and timeline for proposed implementation of the following items:**

- 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 requirement to the satisfaction of the Director of International Education, the British Columbia Program offered at CBIS Canada continue to be recognized as a British Columbia Certified Program.**

