INTRODUCTION

On November 27-28, a virtual certification inspection was completed on the Canadian Bilingual School of Paris (CBSP), in Paris, France, 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 Inspector 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) was Doug Lauson.

The School’s BC program has an enrollment of 24 students (November 17, 2019), with no students enrolled in kindergarten or Grades 3, 4 or 8. This creates small multi-graded classes in Primary, Intermediate and Senior.

During his online visits with 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, BC teachers and support staff.

The Owner/Operator, Dr. Helene H. Leone, is responsible for the BC program, which operates in its newly renovated standalone premises, relocated from its previous site that was listed in the last year’s inspection report. Being a standalone BC program, the Canadian Bilingual School of Paris (CBSP) has no affiliation with any local French schools.

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

- offering its students and their families a unique Canadian bilingual and bicultural education program in a safe and caring learning atmosphere that can only truly be achieved in a small school,
- providing students with learning supports to help them be successful in their programs of study by providing supports for their learning disabilities,
- a focus on diversity of disciplines based on the STEAM model (Science, Technology, Engineering, Art and Design and Mathematics).

The Inspector would like to thank Canadian Bilingual School of Paris for its hospitality, cooperation and preparedness for the inspection visit.

### The School has satisfactorily addressed requirements contained in the previous inspection report.

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**Comment:**
Last year’s report included two requirements:
1. The School was required to inform the MOE upon the final acquisition of working visas for three teachers who were currently ‘in process’ with the French authorities.
2. The school was required to update course overviews to include First Peoples Principles of Learning.

In the first instance, one teacher received his working visa but was not rehired for the current year. The second teacher left before the working visa was acquired and the process was terminated by the School. The third teacher was refused the working visa and was not rehired. Examination of the course overviews demonstrates that the First Peoples Principles of Learning are now incorporated.

The Inspector confirms that both these requirements have been completed.

**Commendation:**
The Principal discussed at length the development of ‘Bubble Mapping’ that illustrates how the School integrates learning, First Peoples Principles of Learning and core competencies. These ‘Bubble Maps’ will be used as the basis for teachers’ planning to show how aspects of the modernized curriculum are integrated within and across subjects.
BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The Inspector and the Owner/Operator had extensive discussions about the school’s business plan. With the hiring of a Chief Financial Officer, the school has been able to develop a strategic plan to guide its marketing and potential future growth. The strategic plan begins with a rebranding of the School’s mission that focuses on the School’s strengths of being a truly bilingual School that offers dedicated learning supports to children with learning needs, in a small school environment that becomes an extension of the family home. The marketing plan focuses on attracting children of local families, as opposed to the previous plan of attempting to attract children from expatriate families. The goal of the plan is to increase the school’s enrollment so that the ratio of local families to embassy families is 50:50, as opposed to the current 40:60. The strategic plan is based on actuarial analyses of the School’s income and expenses including research on breakeven points, effect of increasing/decreasing tuitions, provision for external services, etc. In previous years, the growth of the School was limited by the capacity of the school facility, resulting in a low student population because families were being turned away due to a lack of space. With the acquisition of the larger current new facility, the School will be able to increase its enrollment next year.

Commendation:
The Inspector commends the school leadership for seeking professional help to develop the strategic plan that is well thought out, takes into account anticipated variables, and has all the promise of being the instrument by which the School will grow into the future.

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 Owner/Operator started the School in 2014. She ensures that the requirements of section 7.00 and section 9.00 of the Certification Agreement and provincial educational standards are met. She has appointed a qualified and authorized Offshore School Representative (OSR) and has developed policies and procedures for the administration of the school. The Inspector confirms that the Owner/Operator herself meets the requirements of section 5.00 of the BC Global Education Program Offshore Schools Certification Agreement.
The Inspector examined the following documents that confirm the School has on file evidence that it has permissions to operate the BC program in Paris:

- Académie Paris: Approval to open an Independent Primary School (January 13, 2018)
- Académie Paris: Approval to open an Independent Middle (#0755897C) and Senior School (#0755898D) (July 7, 2017)

Other letters of permission from the Académie Paris state support for the School and permissions to function as an approved school, such as permitting the School to enroll its students in the Federal French Education database. (This is the equivalent of the BC Ministry of Education assigning a PEN to a registered student enrolled in an approved public or independent school).

The School has permission to operate until such permission may be withdrawn, viz. The French system of Education is governed by the Federal Government (not Provincial) and does not provide approvals for a fixed period, as does the Certification Agreement. In France, once granted, the permission to operate is continuous.

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 moved to a new location this academic year. This location is almost twice as large (345 sq. metres) as the previous facility and will be large enough to accommodate the School’s anticipated increase in enrollment up to 85 students. In Paris the municipal regulations for occupancy are determined by the number of persons allowed in a physical space and the previous locations was limited the enrollment due to physical size restrictions.

In viewing the video sent by the school, the Inspector noted that the entire school is newly renovated and modern with 5 classrooms and access to an adjacent activity room. It has ample office space and has direct exterior entrance/exits.

Inspector examined several documents on file that grant the School (Ecole Canadienne Bilingue de Paris) various approvals to build, modify and renovate the new facility. The process of leasing the new facility required an initial building inspection, which was granted by the Bureau Veritas Construction (July 29, 2019).
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.

| Requirement Met | ☒ Requirement Not Met |

Comment:
The Inspector confirms that the CBSP has on file the appropriate records that give approval and authority to operate the School in buildings that have been approved by various inspection processes. These documents include:
- The School’s renovation design plan
- CAP-SSI: Inspection of utilities/facilities (July 29, 2019)
- CAP-SSI: Inspection of Buildings and Structures (July 22, 2019)
- CAP-SSI: General Inspections of Building Interiors (July 29, 2019)

The School has a well documented Emergency Response and Drill Book (2019-20) consisting of 22 sections describing all forms of emergencies from simple first aid, fire & chemical spills, bomb threats, crime prevention, emotional distress, earthquakes and lockdowns.

In discussion with the Offshore School Representative, the Inspector confirms that these plans have been vetted by her for accuracy and functionality.

Commendation:
The School is commended for its detailed Emergency Response and Drill Book that is well written and easy to follow.

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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.

| Requirement Met | ☒ Requirement Not Met |

Comment:
The Offshore School Representative is an experienced educator who has served in the capacity of BC teacher, BC Principal, Deputy Inspector and Inspector of Independent Schools at the BC Ministry of Education. She has many years experience in the BC offshore school program and brings with her the expertise to ensure that CBSP operates within the confines of the regulations that govern the BC Global Education Program.

The Inspector examined the OSR’s contract and job description and confirms that the OSR has been approved by the Province and meets the requirements set out on page 11 of the Operating Manual for Offshore Schools and page 18 of the Annual Report. The OSR also meet the requirements set out in Part II of Schedule B in the Agreement.
The OSR confirms that she is aware of her obligation to report critical information relating to changes in the operation of the school or ownership structure that could significantly impact the School’s operations.

**Commendation:**
The OSR has a good working relationship with the School and provides the needed support to the Owner/Operator and staff.

### 2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

- [x] Requirement Met  
- [ ] Requirement Not Met

**Comment:**
The Principal is also the Owner/Operator of the school. She envisioned a Canadian bilingual school operating in Paris over five years ago and took the initiative to create, build and complete that vision. Since the School’s beginning in 2014, the Principal has worked hard to provide a truly bilingual educational experience to the enrolled students. The journey has been challenging, especially without the experience of opening a school in a foreign country. One of the challenges has always been the physical limiting factors of the previous building. However, with the acquisition of the current facility (July 6, 2019), the School now has a facility that can accommodate up to 100 students and teachers. With this flexibility, the school will be able to accept students that had previously turned away due to lack of space.

The Principal holds a current and valid Certificate of Qualification from the BC Teacher Certification Branch (TCB) and is responsible for the educational program at the School. Her Canadian teaching experiences in the Faculties of Education at the University of British Columbia and Simon Fraser University provide her with the knowledge of sound educational practice. She is also an accomplished author of many articles and publications on education in both Canada and France.

The Principal is assisted by two Canadian teachers (senior and elementary), who each have allocated administrative time. This leadership team works well together and the progress of the School in the implementation of the modernized curriculum is largely due the leadership team.

The Principal meets the expectations and requirements listed on page 20 of the school’s Annual Report. The 16 sections of her job description cover her areas of responsibility and accountability.
**Commendation:**
The Principal is passionate about the School being able to offer an authentic bilingual program of education to all students enrolled, especially those with learning challenges. It is with this passion that she leads the school into its next phase of evolution in the new permanent premises with a focus on the School’s strengths: bilingual, inclusive and small.

The School offers a truly bilingual program wherein the teachers teach in both languages, seamlessly switching from French to English and vice-versa in mid-lesson.

### 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 Principal is supported by the full time administrative assistant who has been with the school for four years. She is familiar with the School’s operation and the requirements of the Ministry of Education. She is also responsible for data entry and maintenance of the PowerSchool student information system.

Unfortunately, due to the virtual inspection process, the Inspector was unable to observe the administrative assistant actually operating the PowerSchool system, but the data printed in the student records indicate that the student information system is correctly used.

### 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:**
Being a virtual inspection, it was not possible for the Inspector to physically check the student records. However, the OSR did demonstrate sample student files online showing that the school’s student records are in conformity with section 13 of the Agreement. The Inspector examined the samples and concludes that the student records contain all the elements required, including the updated Student and Parent Consent Forms (2019-20).

Video examination of the student file reveals that they are consistently organized with a cover contents page and student photo on the left-hand inside cover, and the matching inclusions on the right-hand side. Students who have medical conditions have their files flagged with a large blue dot on the outside of the student folder; students with Individual Education Plans (IEPs) are flagged with a large red dot.
The Inspector viewed the sample IEP online and confirms that it is in conformity with the Ministry of Education template. These IEPs are signed off by the parents and any other persons who comprise the students support team. At present, the School has six students with IEPs, four on the autistic spectrum and two with Attention Deficit Hyperactivity Disorder (ADHD) conditions.

**Commendation:**
Over the years there has been growth in the organization and consistency of the student files and they currently meet the requirements of the Student Records Order.

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<th>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.</th>
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**Comment:**
The School employs three BC-certified teachers, all of whom possess current and valid Certificates of Qualification. A third teacher is teaching on a Letter of Exemption but has also applied for his permanent certification through the Teacher Certification Branch. He has been assisted in the process by the OSR and the Principal. The application is formally in process. The Inspector is assured that all documentation has been submitted to and received by the Teacher Certification Branch.

Assisting the certified teachers are two Educational Assistants (EAs). Both work under the supervision of a certified teacher, but it is the School’s intention to have them certified as well so that their services as certified teachers may available to the school. One works in the English language learner program and the other assists with French-Second-Language courses. Both EAs have undergone French criminal record checks.

The Inspector confirms that all authorized persons under the Agreement possess valid and current certification or Letter of Exemption under the Ministry of Education.

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<th>2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.</th>
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**Comment:**
The School began implementing the new curriculum in 2015 when first announced by the BC Ministry of Education. Each year since the school has reviewed and refined its curriculum implementation strategies and had already implemented the graduation modernized
curriculum last year (2017-18), one year before the formal introduction by the Ministry of Education.

Examination of the School’s overviews indicates a strong consistency among all grade levels with every teacher using the same general course overview template. As mentioned, this template has been used, with modifications and revisions, over the last four years. The School has indicated that it intends to conduct a five-year review of their course overview planning documents to ensure that they are continuing to meet the expectations of the evolving modernized curriculum. To this end, the preliminary template for future years includes specific sections dealing with Big Ideas, Core Competencies, and First Peoples Principles of Learning (through the full implementation of the recently developed ‘Bubble Maps’ referred to earlier in this report).

The School also provides support services to students with special needs, referred to as SEN students. Early Intervention and small class sizes are conducive to helping develop a Student Learning Plan and/or IEP for those students in need of such supports. The School also employs the services of outside professionals such as Psycho-therapist, Speech Therapist and Applied Bahaviour Analysis (ABA) Therapist. This program creates a school culture of acceptance and inclusive normalcy.

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<td>The school has done a remarkable job in keeping ahead of the implementation of the new curriculum in all grades leading to graduation. The leadership team and the teaching staff are to be commended for proactively moving ahead with the full implementation of the modernized curriculum.</td>
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**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:
The English placement test is comprised of two major parts, reading and writing. There is a separate simplified test for Pre-Kindergarten to Grade 1. A Language Learning Plan (LLP) is developed for each child based on their individual results. The school team of the child then meet very three weeks to assess the child’s progress. Follow-up assessments are conducted every six weeks in alignment with the School’s calendar, viz., the semesters are broken into six weeks duration so every sixth week there is either a mid-term report or a final semester report. There is also a final report at year-end.

The School enrolls several students of Arabic origin who speak neither English nor French. The students receive additional support services for their academic studies in their native
tongues using an Educational Assistant who speaks their language. The School is also developing a small library of multi-lingual books so that students of different ethnic origin are able to read the same stories in their own languages.


Commendation:
As one of the flagship qualities of the School, it has emphasized language development in its students and provides the appropriate and extra learning supports for them to be successful, such as the extra expense of hiring language educational assistants.

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 School uses the International Student Graduation Credit Policy to determine which courses students will receive credit. The School is aware of the requirements for Challenge and Equivalency accreditation.

The School authorized to offer five Board Authority Approved (BAA) courses but only two have student enrollment: Yearbook 11 (YCCT11) and 12 (YCCT 12). The other three courses, Français Langue Seconde 10, 11 and 12 are not currently being offered. The school intends to review the Yearbook 11 and 12 BAA courses for the next semester and will submit these revisions to the Ministry of Education in the required BAA format when they are completed.

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.

☑ Requirement Met  ☐ Requirement Not Met

Comment:
The Inspector examined the scanned documents of the course overviews and confirms that the School meets the requirements of the modernized curriculum K-12 and therefore meets
the requirements as stated in Schedule B, Part 1 (2). All course overviews contain the elements of Big Ideas, Core Competencies, First Peoples Principles of Learning and curricular competencies. Since the implementation of the new curriculum in the Primary Program, which occurred years ago, the School has fully adopted the changes within the modernized BC curriculum.

The Inspector was not able to observe classroom instruction of the new curriculum, but he did interview the teacher responsible for curriculum development and noted that there were plans to update their curriculum documents as mentioned previously in this report. This decision was based on the best practice of reviewing curriculum every five years.

Examination of Appendix 3 of the Annual Report confirms that the new curriculum is being implemented.

Commendation:
The School is commended for the consistency of the curricular frameworks that were specifically developed for all teachers to use when the ‘new’ curriculum was first introduced years ago. This framework supports new teachers in planning their teaching.

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.

☐ Requirement Met ☐ Requirement Not Met

Comment:
With input from graduates, the School has moved to a partial two semester system for Grades 6 – 12 (First Semester September to January and Second Semester, February to June). English, French and Physical Education will remain linear, as will the lower grades. The timetable schedules core courses to be taught in the morning and electives in the afternoon to allow students to pursue their non-academic Fine Arts and Athletic interests in the later afternoon through extra-curricular activities, a common practice in France.

The Inspector confirms that the School meets the required time allotments for instruction.

Commendation:
The administration is commended for continually seeking ways to provide students with training opportunities to be successful, even to the point of modifying the timetable to allow them a learning experience that will prepare them for post-secondary study.
2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School uses several rubrics to assess student achievement. These rubrics provide the evidence for formative and summative assessments and are shared with the parents prior to each student-led conference. In order to facilitate the various stakeholder’s understanding of performance rubrics, the Principal has created a ‘conversion chart’ of the BC Performance and Grading Scale that attempts to align the anecdotal BC rubric descriptor to the commonly understood and accepted French achievement indicators (letter grades and percentages), as well as the 6-point achievement scale. In doing so, the Principal meets the requirement of schedule B (2) (e) in the Agreement.

Self-assessment instruments are continually being developed to enable students to reflect positively on their learning. In the lower grades, “I can ...“ self-assessments are being used and stored in the students’ portfolios for the student-led conferences.

Teachers use student results to inform instructional practices to develop better learning outcomes. During the student-led conferences students explain their achievements to their parents using the “Red Binder” that is present in every classroom. The “Red Binder” contains all the assessments that the student has completed that term.

Being a small school, the teachers are able to continuously discuss students’ progress and achievement so the formative and summative reports that are shared with parents regularly every 6 weeks are a combination of staff discussion, as opposed to the opinions of one.

Commendation:
The “Red Binder” concept works well in constantly informing the students of their ongoing achievements, providing the basis for ongoing self-reflection.

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

☑ Requirement Met ☐ Requirement Not Met

Comment:
The new location of the School sit atop a public library with which the school has established a partnership allowing the students full access to the library every Wednesday. This resource adds to the already satisfactory paper-based learning resources purchased over the years by
the School. The move to the new location has allowed the school to cull and reorganize its learning resources by subject, grade and author.

Since moving to this new location, the school has moved to a “bring-your-own-device” program and had the opportunity to build in appropriate hard wiring and wireless routers during the major renovations. However, younger students are still supplied with the use of the School’s iPads. Every teacher has his/her Apple Mac desktop computer in his/her classroom.

The purchasing of new learning resources follows a process of approval through the Principal and involves the OSR purchasing the chosen materials. For example, the OSR was involved in the purchasing of the series of multi-language books for the multicultural student population.

Commendation:
The School appears to be well resourced for the courses offered and the current student population. The full access to the public library every week is an advantage than few schools have.

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 is piloting a semester system within its three term year. The semesters are six weeks in duration with a full report at the end of each semester. Therefore, parents will receive a mid-term report after the first six weeks and then a term report six weeks after that (12 weeks). The linear terms are September-December, January-March and April-June.

The student progress reports follow the Student Progress Report Order and include letter grades and percentages, which are the preference of the typical French family. As previously mentioned, the Principal has developed a “conversion” table that aligns the BC performance standards rubrics with commonly accepted letter grades, percentages and 6-point achievement scale.
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 parent and student handbook is a published document that outlines the policies of the school that are pertinent to students attending CBSP. These policies describe expected student behaviour and discipline including topics such as tardiness, absence and personal grooming. It also contains policies related to the students’ studies and extracurricular activities as well as their personal safety and care.

The handbook includes the School’s appeal policy that is also available as a standalone document.

Commendation:
The parent and student handbook is well written and easy to follow.

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 document of 60 pages that details all the items required by the BC Ministry of Education including the Statement of Acknowledgement. In addition, it includes policies of the school that directly affect the teachers as well as details of contractual and labour relationships. Notable areas include policies that govern safety of the employee and avenues for complaints and appeals.

Commendation:
The Principal is commended for developing an extensive and comprehensive teacher handbook that serves well its purpose of informing the teachers of their rights and responsibilities to the School, others and themselves.
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.

☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable

Comment:
Canadian Bilingual School of Paris does not offer any distributed learning courses.

CONCLUSION

Commendations

The Inspector wishes to recognize the Owner/Operator, Principal and staff of Canadian Bilingual School of Paris for the:

- dedicated leadership team and staff who are committed to living the mission of the School to provide “a uniquely Canadian bilingual and bi-cultural education experience that goes beyond academic success, where passions are explored, and goals are achieved”. Without the perseverance of the leadership team and the commitment of the staff, this mission statement could not have been achieved for the students enrolled,
- full realization of the new curriculum through collaboration and trust over the last four years of implementation that included much research and patience,
- excellent detailed and through teacher handbook and student/parent handbook. These documents provide the relevant stakeholders with the information they need to be full partners in the education of the children in their care.

SUMMATIVE RECOMMENDATION

The Offshore Inspector recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at the Canadian Bilingual School of Paris continue to be recognized as a British Columbia-certified school.