

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

COLEGIO CANADIENSE

MEDELLIN, STATE OF ANTIOQUIA

COLOMBIA

NOVEMBER 8-10, 2023

## INTRODUCTION

On November 8-10, a certification inspection was completed on Colegio Canadiense (CC) in Medellin, State of Antioquia, Colombia, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The Inspector, appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, was Beverly Pulyk.

The School's BC program has an enrolment of 186 students with 78 students in grade 10, 59 students in grade 11, and 49 students in grade 12. Enrolment has increased continuously over a number of years; this past year the School realized a 16% increase over last year and has had a 69% increase since 2019. The BC program is housed within Colegio Canadiense, a larger pre-kindergarten to grade 12 school that has been in operation since 2005. The BC program has operated since 2012. The entire school, which houses the BC program, enrolls 1,187 students.

During the visit to the School, the Inspector reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), Academic Director, Colombian High School Coordinator, Business Manager, International Relations Coordinator, BC Principal, BC teachers, locally certified teachers, and students.

The Owner/Operator, Fundacion Colombo Canadiense, is responsible for the BC program. In addition to operating the School, the Owner/Operator also operates some other businesses. Two related to education include an agency that supports individuals who seek assistance to study abroad and another offers English as a Second Language (ESL) services to people in the broader community. Furthermore, the School partners with a few BC school districts so that



grade 9 students can study abroad for one semester in BC before entering the BC program.

The BC program’s philosophy and objectives are clearly stated in the School’s “Quality Systems Management” statements. These are reviewed regularly and focus on: “promoting an education with high standards of educational quality, cultivating competent leaders for our society, and being committed to the implementation and constant updating of an Institutional Management System”. The mission statement of Colegio Canadiense, as noted in the BC Offshore School Program Annual Report is:

*We educate Colombia’s future entrepreneurs: global citizens, multilingual, with a transcendental purpose and integrity, with an entrepreneurial mentality and the skills to create in the digital world. We cultivate competent leaders for our society that are highly concerned for social wellbeing as well as for our environment; autonomous, authentic, critical, and creative thinkers.*

Special features of Colegio Canadiense include:

- the founder’s vision as well as the commitment and active involvement of the Owner/Operator’s family in the School.
- collaboration that exists within the School between the BC and host school administrators.
- the grade 9 immersion program, a one semester study in BC.

The Inspector would like to thank Colegio Canadiense for its hospitality, cooperation and preparedness for the inspection visit. The School is commended for the level of detail provided in the Annual Report.

<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
<p>Comment: There were no requirements noted in the previous inspection report. Although the School is not required to address the suggestions, the staff at the School reviewed the suggestions in last year’s report and took specific actions as a result.</p>			
<p>Commendation: The School is commended for reflecting and acting on the suggestions provided by last year’s Inspector.</p>			

**BUSINESS PLAN 1.0**

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Inspector confirms the business plan noted in the Annual Report and appreciates the thorough and detailed information provided.

The School's enrolment has increased steadily over the last number of years. The School has a capacity of 260 students, so the 2023/24 enrolment goal is to continue to increase the number of grade 9 students that apply for and are accepted into the BC program. The goal is to have three divisions at each grade level. Recruitment strategies include: the BC Principal meeting with the grade 8 and 9 students as well as the parents of students in grades 7-9 to discuss the BC program; grade 12 students speaking with grade 9 students about the BC program; providing print and digital material to parents and students; promoting the program on the School's website, Facebook and Twitter accounts; offering two different opportunities for grade 9 students to write the BC entrance exam; offering more course choice to students; and, collaborating with Colombian teachers and administration. Even though the School has consistently grown in enrolment, the COVID-19 pandemic created financial challenges for families, thus impacting parents choosing the BC program.

Colegio Canadiense values the importance of effective, ongoing school/parent communication with communication strategies such as: homeroom and school-wide parent meetings, parent/teacher interviews, weekly school newsletters, WHY? (a monthly magazine), BEAM Cloud (the school reporting platform), emails, telephone calls, academic and behavior contracts as needed, family days, parent learning sessions, Google Classroom, Zoom meetings, Facebook and Instagram pages, open houses, etc.

Significant program, staffing and resources changes over last year included the:

- addition of a vice-principal and one BC teacher,
- purchase of digital e-text subscriptions, Nearpod (an interactive platform for courses), a French program platform (TPRS), and a return to paper-based workbooks for math and social studies,
- offering of three new courses,
- addition of a tri-annual reflection and goal setting program based on the Core Competencies,
- addition of proficiency scales on four written updates as part of the students' term report cards,
- addition of the BC Teacher Collaboration Initiative (a monthly meeting with a dedicated time for collaboration), and
- more student choices for senior sciences.



The School is proud of their 2022/23 accomplishment of increasing and protecting BC class hours, as the number of school activities and events happening each year can impact instructional time. The Annual Report noted four examples of how hours have been protected. A challenge for the School has been navigating the restart of the Immersion Program (a one semester study in Canada). A second challenge, related to communication with the middle school (re: preparing grade 9 students with a focus on improving grade 10 math and numeracy assessment results). Strategies were put in place to successfully overcome both challenges.

The governance structure and decision-making process for the School relies on the BC Principal and Vice-Principal working closely with the Owner/Operator, the Offshore School Representative (OSR) and key host school leaders. Budgets and the implementation of any new educational programs are discussed with and approved by the Owner/Operator. Human resource decisions (i.e., hiring) are handled by the BC Principal and International Relations Coordinator (IRC), with contracts being finalized by the IRC. The OSR meets regularly with the Owner/Operator and the BC Principal. Communication is seen as important and “big decisions are not made unless all parties are well informed”.

The School is offering three new courses this year (a 2-credit English First Peoples Writing 10, a 4-credit English First Peoples 12, and a 4-credit Psychology 11). The goal is to continue to offer additional electives next year in grades 11 and 12. Facility improvements last year included replacing desks with whiteboard desks, teachers being assigned their own classrooms, increasing the size of some classrooms, installing updated dividers to cut down on student distractions between classes, and updating the bell system. Facility plans for the future include: a new cafeteria, improvements to infrastructure (such as the on-campus bridge and gymnasium), new classrooms, technology and science labs, and open concept classrooms for student centered collaboration. Such building accomplishments are anticipated as a phased building project, ultimately with completion by 2030.

The School’s main target market include Colombian families from Medellin and the surrounding municipalities. Students and their parents possess varied levels of English. Students are supported in their English language acquisition through grades 2-9 English language learning (ELL) classes and BC prep classes, one semester immersion opportunities in BC during a student’s grade 9 year, and if needed, private tutoring.

There is one international school that competes with Colegio Canadiense; it offers an American-based program. A number of advantages of the BC program were noted, with few disadvantages. The continuous growth of the School speaks to the positive reputation that has been developed in the community.

Local engagement last year included a multi-school United Nations event, a university fair, local fieldtrips and securing the assistance of local professionals regarding the students’ capstone projects. The School has secured partnerships with schools in BC focusing on



professional development assistance and communication related to administrative practices. To support the grade 9 student Immersion Program, partnerships exist with a variety of BC schools in the lower mainland and the Okanagan. Last year, the students also engaged with another BC offshore school in Nanjing.

Students are aware of the opportunities to pursue studies in BC after graduation. The School hosts an international recruiting fair and organizes university visits as part of Career Life Education and Career Life Connections. The Principal holds one-on-one conversations with students and their parents; and the International Relations Coordinator (IRC) supports students with scholarship and visa applications. The cost of tuition and cost of living remain the greatest difficulties for students who want to study abroad. As such, only four graduating students from last year chose to study in Canada, one in the United States, and 45 students remained in Colombia to pursue their post-secondary studies.

When it comes to continuous school improvement, the School tracks student progress in both the BC and national school programs. Results are discussed at the end of the year and acted upon in respective departments. There has been a focus on numeracy as previously mentioned. Based on the BC Offshore Student Learning Survey, the School is also focussing on students' overall health and happiness. The School has set measurable targets that they hope to attain.

Commendation:

The Owner/Operator is commended for his vision and commitment in opening the School and for the development of future plans for the School.

The School is commended for achieving a steady increase in enrolment over the last number of years.

The School is commended for the thoughtful approach to improving programs and overcoming challenges, and the level of detail provided in the business plan.

## INSPECTION CATALOGUE 2.0

### 2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

The Inspector confirms that the Owner/Operator has met all the requirements related to the following items noted in the Agreement: the ownership requirements outlined in Schedule A, the criteria outlined in Section 5.00 of the Agreement, the public announcements outlined in Section 8.00, and awareness to report any dismissals, suspensions or discipline of a teacher as outlined in Section 17.00.



**2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector verifies that the Owner/Operator has the following written approvals to operate:

- a certificate from the BC Ministry of Education and Child Care confirming the School has met the annual requirements (July1, 2023 – June 30, 2024).
- a letter from the Antioquia Department of Education (September 2011) and a letter from the La Estrella Department of Education and Culture (August 2010) indicating no objection for the School to implement the BC curriculum program.

A request was submitted to the La Estrella Department of Education to acquire the approval for the School's 2023/24 operational license and approval of the School's tuition fees. Colegio Canadiense is located in the municipality of La Estrella and this municipality now provides the annual operational license; previously Medellin provided the license. The School was able to provide evidence that the application was submitted last April and communication from the La Estrella Department of Education indicated there is a backlog with approving such applications. As such, this is outside of the School's control.

All approval documents indicate they are certified translations.

**2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector deems the facilities suitable to support the BC program. Nestled on the side of a mountain in the municipality of La Estrella, the existing campus consists of numerous buildings (four building associated with classrooms for all pre-k through grade 12, two administrative buildings, a covered gymnasium, a cafeteria and a small store). Students have access to shared spaces (i.e., library, computer labs, science lab, music room, art room, gym, and foods classroom). There is also a chapel on the property. Although not a faith-based school, Colombia has a high Christian population and as such most schools have a chapel.

Outdoor play areas include a soccer pitch, outdoor swimming pool, outdoor courts (basketball/volleyball), and garden area. The distance between the buildings certainly provides exercise breaks throughout the day as students move from one area to another. Manned security gates provide access to the 17-hectare school property. As previously



noted, the Owner/Operator has established a phased facility plan that supports the ongoing improvements and expansion of the School.

Building safety documents (in Spanish and translated to English) were available for review. They related to basic sanitation, building occupancy and safety, emergency prevention and preparation and response plan, fire department inspections, cafeteria inspections, and COVID-19 emergency plans. Some of the inspections occur randomly with no expiry date and those with expiry dates were found to be current.

Students practice fire and earthquake drills over the course of the year. The Emergency Prevention, Preparation and Response Plan (56-page document) developed for the total campus (pre-k to grade 12) is in place. Prior to this year, the plan was updated to include dealing with short-term and long-term closures.

The School employs a full-time nurse throughout the school day. First aid can also be administered by a number of trained staff. All students live at home, as such there are no student dormitories. BC and Colombian staff share daytime supervision duties.

**Commendation:**

The Owner/Operator is commended for developing a phased facility plan that supports ongoing improvements and expansion of the School.

**2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The Inspector confirms the suitability of the Offshore School Representative (OSR). The OSR, appointed by the Owner/Operator in 2015, has been confirmed by the Province. His knowledge with the work he has done with the School since offering the BC program, his experience as a BC teacher and administrator, and his work with a Haiti project mentoring teachers provides him the knowledge and expertise required of the position. Beyond the required role, the OSR: supports the School's Immersion Program while students and staff are in Canada, acts a liaison with BC partner schools, and assists the School with strategic planning and continuous school improvement. The OSR is aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operations.

**2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Principal has been employed by Colegio Canadiense since July 2020, and has served for one and a half years as a teacher and vice-principal and three years as a principal. The Principal's experiences as a vice-principal and teacher in Colombia and at various offshore schools in China are an asset to fulfilling his current position. The Inspector confirms that the Principal is responsible for all of the duties noted in Section 2.07 of the Annual Report. In addition, the Principal's ability to speak Spanish, work collaboratively with the Colombian administrators, and the consistency of having the same administrator for three years and through the COVID-19 pandemic has been and is a benefit to the School.

**2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector confirms that the administrative support requirements are being met by the School. The Principal is supported by a variety of personnel: vice-principal, office administrator, high school psychologist, high school coordinator, technical support, academic director, international relations coordinator, business manager, head of school/principal, academic secretary, admissions personnel, and a quality systems manager.

The Web TESS student information system is used to store and transmit school and student data to the BC Ministry of Education and Child Care; it is managed by the Office Administrator. The School meets the level of internet connectivity required as outlined in Schedule F of the Agreement. The broadband for the School is 100 megabits per second (mbps) and is sufficient for transferring data to the Ministry as well as supporting the electronic assessment requirements established by the Ministry.





**2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

Student files are located in filing cabinets in the Principal's office and maintained by the Office Administrator. Student files are organized alphabetically by grade and were found to contain all required documents. For students with special needs, the Individual Education Plan (IEP) and related inclusions are housed in the school psychologist's office. Once a student graduates, the IEP and related inclusions are merged with the student's office file.

The School uses a paper-based version of the Permanent Student Record (PSR) - form 1704. During the inspection, the School was able to acquire the Web TESS digital version of the PSR. Alerts and inclusions on the PSRs were updated during the inspection. The School also possesses a digital version of the elements in a student's file, so these could be replicated if required.

BEAM software is used for the collection and distribution of student grades while Web TESS is used for transmitting data to the BC Ministry of Education and Child Care.

**2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector confirms the items in Sections 2.10 through 2.18 of the Annual Report.

Official hiring of BC staff begins in January or February each year and continues until all positions are filled. The Principal and International Relations Coordinator contact potential new candidates throughout the year. Potential candidates sit an interview, then references are checked, and contracts offered. Jobs are posted on the School's website, Search Associates (an online database), social media, and bulletin boards and online career pages of lower mainland universities.

The School is aware of the recruitment challenges that exist; the main one being competitive salaries. In 2019, the Owner/Operator made some adjustments to the BC teacher contracts to make the contract more competitive and to include greater benefits. Current benefits include medical insurance, family benefits, signing and re-signing and contract completion bonuses, grid increments, flights, transportation to/from work, living allowance, free lunch while at school, visa/immigration costs, job placement support for spouses, and professional development opportunities.



Colegio Canadiense employs eight BC teachers (including the Principal and Vice-principal); all teachers completed their post-secondary programs outside of BC. Four teachers hold a Certificate of Qualification, three possess Subject-Restricted Independent School Teacher Certificates (ISTC-SR), and one teacher (who was recently hired) possesses a valid Letter of Exemption (LOE). The Principal supports teachers with LOEs to ensure their application is completed in a timely manner and helps teachers address any encountered difficulties. The teachers that possess ISTC-SRs are teaching within their restrictions. The Inspector confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care. The OSR, Principal, and O/O have in the past had to complete an investigation into educator conduct and followed the appropriate steps to determine what actions were deemed appropriate for the situation.

In addition to the BC teachers, there are six Colombian teachers who teach Spanish, Physical and Health Education (PHE), and Fine Arts (dance, music, and art). The Inspector confirms that these teachers are locally certified, and each possesses a valid criminal record check (CRC). A Letter of Exemption from the Ministry is on file for the Fine Arts and PHE teachers. There are no teacher assistants employed at the School for the BC program. The Principal and BC teachers on prep provide coverage when a teacher is away ill or if there is an unexpected long-term absence. If necessary and as a last resort, Colombian teachers may provide short-term coverage.

A vice-principal position was added this year with the intent to support future administrative transitions and provide assistance to the Principal. The Principal meets regularly with the Vice-Principal to discuss administrative operations.

A review of teacher files indicates all files contain the necessary employee information (contract, consent form, evaluation, contact information and work permit and/or visa). The teacher who recently arrived at the School has applied for a work permit and is awaiting its approval. The contact information for each teacher was completed and filed prior to the submission of this report. The terms and conditions of employment are clearly outlined in the teacher and principal contracts. Evaluations for new staff have been started. Evidence of completed evaluations are on file for teachers who have been at the School for more than one year and for the Principal.

The School provides two weeks of professional development (pro-d) each year in the first week in August and the second week in January. In addition to the two weeks, some pro-d occurs at weekly staff meetings. In 2022/23, pro-d centered on BC's Core Competencies and self-reflection techniques, understanding BC's proficiency scales, Nearpod, Google Classroom, BEAM software, Teaching Proficiency through Reading and Storytelling (TPRS), ChatGPT (an artificial intelligence chatbot), and the Colombian student profile and best practices. Pro-d time was also used for planning and gaining a better understanding of BC's curriculum. Some pro-d was organized for BC and Colombian teachers, others were just for



BC teachers. Throughout the year, the Principal continued to follow-up with the new teachers about BC's curriculum.

The focus this year is again supporting new teachers with understanding and implementing BC's curriculum. This includes a focus on First Peoples Principles of Learning, assessment, Core Competencies, self-reflection, etc. Pro-d topics for later in the year have yet to be determined. The Principal did not take part in any additional pro-d last year and next year would like to attend the summer BCPVPA summer conference if it is offered. The Vice-Principal is currently working on her master's in curriculum development.

The Principal reviews the Professional Standards for BC Educators with staff in August and intentionally visits classrooms early in the year to ensure these standards are being followed. Formal evaluations and peer observations take place throughout the year.

Commendation:

The Inspector commends the School for prioritizing the evaluation process of BC teachers early in the school year.

### **2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.**

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

Through a review of teacher planning documents, and interviews with staff and students, the Inspector confirms the School is fully implementing BC's curriculum.

Teachers are required to begin work each school year one week before the students arrive. During such time, teachers receive professional development (pro-d). As mentioned in the previous section, a key component of pro-d is gaining a better understanding of BC's curriculum and learning what is expected with regards to planning, assessment, Core Competencies, First Peoples Principles of Learning, etc.

The staff would like to participate in the pro-d sessions offered by the Ministry but the time of night these are offered is not realistic based on the time zone in Colombia. The staff did watch the recorded sessions and discuss them. The hope is that the Ministry will offer the BC pro-d conference again and consider schedules for Latin America.

The School is offering English First Peoples Writing 10 (2-credit) and English First Peoples English 12 (4-credit) this year. Two teachers on staff offered to teach these courses and have completed personal pro-d to assist them in preparing to teach these classes. As noted in the Annual Report, "the history and current state of Colombian Indigenous peoples provide an



incredible opportunity for students to learn Canadian culture and history as well as their own.”

**Commendation:**

The staff are commended for imbedding the First Peoples Principles of Learning throughout the curriculum and offering courses at the grade 10 and 12 levels, realizing the value of linking the curriculum to information about the Indigenous peoples in Colombia.

**2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector confirms that the Principal directly manages the student admissions process. Students complete an English language assessment prior to admission to the BC program. This assessment addresses listening, reading, and writing. In addition, the Principal interviews each student where speaking is the focus. Students have two opportunities to reach the acceptable level of performance to enter the BC program.

The majority of the students enrolled in the BC program have attended pre-k through grade 9 at the host school. Students in grades 2-9 receive five hours of English language learning (ELL) and four hours of BC Prep (English literacy and Canadian social studies) per week. Teachers of the ELL classes are locally certified teachers with sufficient English to teach these classes. The teachers in the BC Prep classes are native English speakers. In addition, as previously mentioned, the students in grade 9 have the opportunity to study for one semester in BC. As such, the English ability of the students entering the BC program is more than sufficient for the students to be successful in the BC program.

The pedagogy of teaching English language learners is discussed with BC teachers. Ongoing grades 10-12 English assessments take place in the humanities courses. Benchmarking also takes place when students write the Cambridge placement tests in grades 3-12. All students in Colombia write the Cambridge English exam as a requirement to graduate in Colombia.

**Commendation:**

The host school is commended for the English language preparation provided in grades 2-9, including English literacy and Canadian social studies. This preparation assists in ensuring the students are successful in the BC program.



**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 Annual Report.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The Inspector confirms that the School meets the course credit requirements as outlined in Section 2.21 of the Annual Report. The School will be offering its first Board/Authority Authorized (BAA) course in the second semester (Psychology 11). The School has submitted the required documentation to the Independent Schools and International Education Branch and is awaiting final approval to offer this course. There is a school policy for students to be granted credits through challenge; no students have accessed this option.

An equivalency policy is also in place at the School. For the few students have taken courses through the authorized Online Learning service provider, SD73 Business Company, the School has completed an equivalency review (review of content, course overview and assessments), awarded grades, and documentation was placed in the student's file after the student completed the online course. In accordance with guidelines published the British Columbia Offshore School Program Operating Manual, students receive equivalency credits for Spanish in grades 10-12.

Physical and Health Education (PHE) 10 and 11, Fine Arts 11 (art, music, and dance) and Spanish 10-12 are offered as exempted courses and the required letters of approval granting permission for the exemptions are on file. Course outlines and course overviews (in Spanish and English) were available for all exempted courses. Colombian teachers are aware of the pedagogy and requirements of BC's curriculum and are able to speak to an understanding of the Core Competencies and First Peoples Principles of Learning.

**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 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 interviewed all teachers and inspected planning documents to verify that the School meets the course overview/course planning requirements as outlined in the Agreement. Teachers at the School are provided long-range (unit) planning templates that are used when developing plans for the courses they teach. They are also provided planning documents from the previous year that they may use as reference as they develop their own documents that suit their teaching styles and students' needs.



There is evidence of planning documents for all grades and subjects. Long range plans are detailed unit plans that together make up the course overview. These include teacher name, unit title and grade, curricular connections (Big Ideas and essential questions), Core Competencies, curricular competencies, content, First Peoples Principles of Learning, assessment strategies, and unit at a glance by week (planning essentials, learning opportunities, and other considerations). Teachers are expected to articulate how they are developing the Core Competencies and implementing the First Peoples Principles of Learning.

The exempted courses take into account both BC's curriculum and Colombia's national curriculum. The School has compared both curriculums and found many common components. The course overviews/unit plans use the template provided to the Colombian teachers. Some elements of Physical Health Education are taught by the school psychologists and some by the BC Principal.

**2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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 verifies that the School exceeds the required instructional time allotment. All students in the BC program also graduate with a national Colombian graduation certificate. The hours of instruction for the BC and national program overlap in some areas (i.e., Spanish, Physical Health Education, Fine Arts). There are 40 instructional weeks with 35 instructional hours per week in the BC program for a total of 1,080 instructional hours per year. Some BC program courses count toward the national Colombian credits and vice versa.

**2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

Practices are in place to ensure that grades accurately reflect individual student achievement and that no significant discrepancies exist between school grades and BC provincial assessments. This is accomplished through informal monitoring of student achievement and providing some opportunities for dual marking. In addition, effective teaching and assessment practices are discussed among the BC teachers, and the BC Principal has led professional development (pro-d) designed to help teachers better understand how to teach English language learners. The Principal observes classes and provides feedback to teachers



on an ongoing basis. In the last two years, the Colombian teachers have facilitated pro-d on how to teach Colombian students specifically; the staff found these sessions to be invaluable. Teachers review grades regularly and common class errors are discussed in class. Targets for student learning are determined through a review of class assessment as well as provincial assessments; targets are set accordingly. As previously mentioned, the School is focusing on improvements in numeracy.

In interviewing teachers and reviewing planning materials, the Inspector confirms evidence of both formative and summative assessment methods. The teachers employ a variety of assessment strategies, such as: discussions, journals, learning logs, observation, research, self-assessment, videos, peer assessments, presentations, debates, worksheets, reflections, participation, games, hands-on activities, homework checks, quizzes, tests, projects, oral presentations, and written reports. Teachers align assessment with Ministry course content and standards. Students are encouraged and given time to self-assess and set achievable goals.

Consistent evaluation practices can be a challenge when students experience two different curriculums. Students are informed of the grading scale in both programs and BC teachers are expected to make it clear to students the expectations when completing an assignment. Rubrics are often used. Planning documents and assessment records are also reviewed by the Principal and Vice-Principal.

The Principal is responsible for the security of provincial assessments. A detailed invigilation package is given to each BC teacher that outlines the specific procedures to follow when students are writing provincial assessments. A sample of the package was provided in the Annual Report. The procedures cover schedule, exam rules, staff responsibilities, and tech support information. During the assessments, side-by-side computers are separated by dividers.

#### **2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

##### **Comment:**

Through observation and conversation with staff, the Inspector confirms that the School is meeting the learning resource requirements.

The pre-k to 12 school library can be accessed by students throughout the day. Students access the library to read and complete research. A variety of material is available to students: newspapers, digital subscriptions, games and fiction and non-fiction books in English, Spanish and French. GRUBE Library membership is acquired annually. This is deemed a great resource by the School as students can participate in local activities, competitions and



literature congresses. Additional classroom resources include class sets of novels (print and digital), workbooks for Social Studies 11 and Math 10-12, lab materials essential for science, equipment and supplies for Physical Health Education and Fine Arts. Teachers indicated that they had enough resources to teach BC's curriculum but would always appreciate more.

Technology is used as a key learning resource. Students have access to computers located in the library, the mobile iPad cart, and two computer labs. The School has incorporated a bring your own device (BYOD) program; as such, BC students rely heavily on digital material. BC classrooms are equipped with HD cameras, microphones and speakers; these assist with teacher as well as student presentations. The bandwidth of 100 mbps is sufficient for students and staff to access the internet. There are six 3D printers available for use. Common tools that support learning include Nearpod, TPRS for French, Google Meet, Google Classroom, Google Slides, Google Drive, Zoom, Pear Deck, Edwin, WeVideo, Poll Everywhere, Desmos, Padlet, Edpuzzle, Kahoot, and Flipgrid. The list of online tools for school use is impressive.

The acquisition of resources and technology include ongoing purchases of print and digital material, accessing free digital platforms, purchases of class materials requested by staff and approved by administration, and, as part of the phased building project, a new learning commons area.

### **2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

A review of student report cards from the previous year and the first term of this year indicates the student progress reporting requirements are being met. The report card template was updated during the inspection to include the School's address and phone number. The report card meets the BC program requirements. The report cards for all students include the student's performance in both the BC program and national Colombian program. The School provides four formal reports to students and their parents per school year. In addition, four parent/teacher interviews are scheduled each year.

The Principal is aware of the updated Student Reporting Policy implemented on July 1, 2023. As such, the School redesigned the report card to include more written feedback and where students are on the BC Proficiency Scales. Students continue to receive letter grades and percentages. The students complete three scheduled reflection and goal setting activities throughout the year using the School's core competency/goal setting form. The School is in the process of creating a template for the newly required Graduation Status Update.





The School uses a platform called BEAM to communicate with parents and students. Google Classroom gives students a snapshot of what can be expected in the week ahead. Additional communication with parents includes emails, website, newsletters, phone calls, and meetings.

**2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector confirms that the student/parent handbook is current for the 2023/24 school year. The 23-page handbook includes topics specific to the BC program. The process and requirements for admissions to the BC program as well as assessment are clearly laid out.

The handbook is written in both English and Spanish and is available to parents and students, both in print and digitally. Policies relating to appeals and dispute resolution, conduct, and supervision were available for review. In addition, there exists the *Manual de Convivencia*, an extensive policy manual that is applicable to the whole school (pre-k to grade 12) and covers a wide array of information.

**2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Inspector reviewed the 2023/24 staff handbook; it meets the requirements outlined in Section 2.27 of the Annual Report. The 18-page handbook includes such topics as who to see for what around campus, recruitment and employment, consents, responsibilities, complaints and dispute resolutions, conduct, assignments and homework, supporting students, schedules, and emergency procedures. The *Manual de Convivencia* is also available to staff. Policies on teacher and admin evaluations are in place and being followed.



**2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.**

Requirement Met
  Requirement Partially Met
  Requirement Not Met
  Not Applicable

**Comment:**

At this time, no students are taking courses through the approved Online Learning service provider. A few students in the past have taken an online course when it has been necessary.

All required equivalency documentation were found to be complete and located in the students' files.

**2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.**

Requirement Met
  Requirement Partially Met
  Requirement Not Met
  Not Applicable

**Comment:**

The School is not currently offering courses via Remote Instruction.

## CONCLUSION

### Commendations

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

- the level of detail provided in the Annual Report, and in particular for the information noted in the business plan.
- reflecting and acting on the suggestions provided by last year's Inspector.
- the commitment and vision of the Owner/Operator and Founder in opening the School as well as for establishing a phased facility plan that supports ongoing improvements and expansion.
- achieving a steady increase in enrolment over the last number of years.
- the thoughtful approach to improving programs and overcoming challenges.
- the commitment of the Principal for prioritizing the evaluation process of BC teachers early in the school year.
- Imbedding First Peoples Principles of Learning throughout the curriculum and offering First Peoples English courses at the grade 10 and 12 levels, realizing the value of linking the curriculum to information about Indigenous peoples in Colombia.



- the English language preparation provided in grades 2-9, including English literacy and Canadian social studies, that assists in ensuring students are successful in the BC program.

## **SUMMATIVE RECOMMENDATION**

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