

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADIAN BILINGUAL SCHOOL OF PARIS

PARIS

FRANCE

NOVEMBER 20 – 21, 2023

INTRODUCTION

On November 20 and 21, a certification inspection was completed on Canadian Bilingual School of Paris (CBS-Paris) in Paris, France, 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 Wendy Hyer.

The School's BC program has an enrolment of 98 students, in grades 1 to 12. Due to increased enrolment, CBS-Paris has expanded to a second location. The BC program operates at two separate sites, which are a ten minute walk from one another. Grades 1 to 8 are located at the School's initial site, Trocadero. Students in the secondary school, grades 9 to 12, attend at the new location called Delessert.

During the visit to the School, the Team 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), BC Principal, BC teachers, Financial Director, support staff and students.

The Owner/Operator is responsible for the BC program. During the first five years of operation, the Owner/Operator held the position of Principal at the School. At that time, the School had a smaller enrolment. For the last four years the Owner/Operator has stepped away from the direct management of the School, hiring a principal to supervise the day-to-day operations and a Financial Director to manage the School's finances. The Owner/Operator now resides in British Columbia and manages recruitment, admissions, finances and legal matters for the School. With the expansion of the School to two locations this year she is spending more time

at the School, supporting the Acting Principal and teachers. No other educational programs are offered by the Owner/Operator.

The BC program's philosophy, objectives and special features is to offer students and their families a uniquely bilingual and bi-cultural educational experience that goes beyond academic success. The School has an international population; students from 28 different cultural backgrounds. This year CBS-Paris is focusing on developing its community partnerships and programs.

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.			
<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:</p> <p>While there were no specific requirements in the previous report, the School responded to the two suggestions by the previous external investigator. Notably, the Owner/Operator has spent a significant amount of time at the School, supporting the Principal and staff in the transition to the second location.</p>			
<p>Commendation:</p> <p>The leadership team is commended for the deliberate and focused responses to the suggestions made in the previous inspection report.</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 Owner/Operator has a business plan that describes student demographics, school facilities, goals for the upcoming year, staffing changes, marketing and recruitment strategies for students, staff retention, post-secondary transitions, the governance structure and challenges the School has experienced.

Since opening in the 2015/16 school year, the School has experienced continued enrolment growth. Subsequently, the School needed to expand to a second location. Both school sites are in the sixteenth district of central Paris within a short walk to the Eiffel Tower and the Trocadero Metro Station. The elementary and middle programs are located at the Trocadero location. The secondary school is at the new location, Delessert, and it is already at capacity. Efforts by the Owner/Operator are underway to find a larger facility, which will allow for future growth and allow all students and staff to be at one location.

Recruitment and marketing efforts focus on establishing its reputation with parents as a respected and trusted institution. Numerous engagement activities are undertaken with parents to showcase the program, including a graduation ceremony hosted at the Canadian Embassy, a Winter Soiree and an Annual Gala. Parent communication occurs on a weekly basis. In addition, the School promotes its programs on social media and are increasing their presence in the community with its community partnerships. This year, the School has established a new culinary arts partnership with the Institute Cordon Blue, and its theatre company program is preparing a Shakespeare production for the spring of 2024, which will be showcased at a local community theatre. Other initiatives include entering a soccer team in the International School Network and volunteering at both the Canada/France Chamber of Commerce and at the residence of the Canadian Ambassador for French Crepe Day.

Most of CBS-Paris students are foreign nationals whose families are diplomats or are employed at international organizations/agencies. The School continues to offer year-round entry to accommodate diplomatic postings that generally occur in January.

CSB-Paris is a truly bilingual school and, as such, in addition to focusing on improving student success and well-being, the School is focusing on developing fluency in both English and French.



In summary, the Owner/Operator continues to show a strong commitment to the BC program. The business plan has been well thought out. Its recruiting and marketing efforts undertaken to sustain enrolment have a positive impact on the growth of the program.

Commendation:

The School is commended for its proactive marketing, recruitment and program development to ensure long-term sustainability and growth of the BC program.

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 meets all the requirements set forth in the Agreement. The Owner/Operator is aware of her obligations to report the dismissal, suspension or discipline of a BC certified teacher.

The Owner/Operator was present in the School during the inspection and continues to be supportive of the BC program, playing a positive and instrumental role in the School's success. The Owner/Operator holds a BC Certificate of Qualification from the Teacher Regulation Branch (TRB) and has worked as a professor in the Faculty of Education at the University of British Columbia. This is of benefit to the School as she can share her expertise and knowledge of the BC program with staff and provide mentorship to the Acting Principal.

Commendation:

The Owner/Operator is commended for the long-term vision, support and investment in the BC program.



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 confirmed that the Owner/Operator is meeting the requirements set forth in the Agreement and has the appropriate permits and licensing in place to operate CBS-Paris. On file during the inspection were:

- an approval to open an independent primary school from the Rectorat for Academic Institutions (January 13, 2018).
- an approval to open a middle and secondary school from the Rectorat for Academic Institutions (July 7, 2017).
- a non-expiring Business/Operating Licence that was issued in 2015.

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:

CBS-Paris opened its doors to 20 students in September 2015. Since then, it has expanded to 98 students in two locations. Trocadero, the elementary/middle school has a capacity of 100 students. It has six classrooms, two administration offices, a staffroom, kitchenette and washrooms. This site is in a larger building with a private entrance and is located above a public library with access to a recreation activity room. The School is on a nine-year lease but the Owner/Operator has the option to terminate the lease at the end of a school year. The Delessert building, where the secondary school is located, has a capacity of 55 students. It has five classrooms, an administration office, staff room and washrooms. It has a private entrance as well. Delessert has a one-year lease with the option to extend, however the Owner/Operator hopes to relocate to a site that will accommodate all students in grades 1 to 12 and allow for enrolment growth.

The Inspector reviewed translated copies of the following building safety documents:

- building and safety compliance reports that describe all codes and requirements that the School adheres to for both school sites.
- fire and safety reports for Delessert and Trocadero verifying that all fire, safety and emergency equipment in the facilities are in working condition.

CBS-Paris has a comprehensive Emergency Response and Drill Book that includes building evacuation protocols, bomb threats, earthquakes, shelter in place, lockdown and other school-wide emergencies. The book has been updated to include both school sites and has



been vetted by the Offshore School Representative (OSR) for accuracy and functionality. As per French regulations, both locations have been supplied with new fire extinguishers and defibrillators. Medical supplies kits are available in the office at both sites.

The Inspector confirms that the facilities are deemed suitable to support the BC program.

Requirement:

The Inspector requires the School to produce certified translations of local government approval documents in a timely manner for Ministry review.

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 Offshore School Representative (OSR) has been working with the Owner/Operator since the School first opened in 2015. As a former teacher and administrator, both offshore and in BC, she brings extensive knowledge of and experience in the BC program. The OSR fulfills the responsibilities as outlined in the Agreement and works in partnership with the Owner/Operator and Principal to provide the support necessary to assist CBS-Paris in being successful.

The OSR is aware of the obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operation.

The OSR was at the School throughout the inspection. The Inspector confirms that the OSR meets all the requirements set out in Section 14 of the Agreement and appreciated the participation of the OSR during the inspection.

Commendation:

The OSR is commended for the leadership role and level of service she provides to the Owner/Operator and to the School.



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 received a Bachelor of Education from the University of British Columbia and has primary and elementary teaching experience in BC and New York school settings. She has been at CBS-Paris since the 2016/17 school year, leading to her promotion as Acting Principal of the School in 2022. The Ministry has provided a Letter of Exemption (LOE), confirming that, based on her experience, the Principal is eligible to be a principal of a BC offshore school under the conditions that the Offshore School Representative (OSR) provides ongoing direct mentoring for the first semester of the 2023/24 school year and the OSR conducts assessments of the Acting Principal that are satisfactory to the Ministry at the middle and end of the first semester and in the middle of the second semester of the 2023/24 school year. The Inspector discussed with the OSR and Acting Principal the mentoring support systems that have been established in support of the Acting Principal.

The Acting Principal is responsible for the day-to-day operation of the School. The Inspector examined the job description of the Acting Principal, confirming that the Principal meets the requirements as outlined in Section 2.07 of the Annual Report. The Acting Principal's contract outlines her role and responsibilities, compensation, hours of work, work schedule and holidays. All other employment terms and conditions are included in the Teaching Faculty & Support Staff Handbook.

During interviews, teachers praised the Acting Principal for the ongoing support she provides in implementing the BC program. They also recognized the Acting Principal for the work she has done to foster a positive school culture among students and staff. The Inspector thanks the Acting Principal for her responsiveness in providing the necessary documents for the inspection.

Commendation:

The Acting Principal is commended for working diligently to provide the necessary documents during the inspection.

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 School has put a support structure in place to meet the administrative requirements as outlined in Section 2.08 of the Annual Report for offshore schools. The Financial Director works closely with the Owner/Operator on financial and non-educational matters. An administrative assistant serves as the receptionist of the School and supports the Principal with the administrative functions, managing the Harts WebTess school software and maintaining student and teacher files.

Since the Owner/Operator is in the unique position of having been the Principal of the School in its initial years she is very aware of the educational operations of the School. With her increased presence at the School, the Owner/Operators provides mentoring, guidance and professional support to the Acting Principal. This collaboration is not in conflict with the supports provided by the Offshore School Representative (OSR), but in fact creates a three-person educational leadership team with each member having complementary roles.

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:

The School has a dedicated Administrative Assistant who has implemented consistent routines for establishing and maintaining student files. Information is stored both digitally and in hard copy; paper files are securely stored filing cabinets in the Administrative Assistant's office.

The Inspector examined samples of student files from each of the twelve grades and verifies that each file contained the required elements as outlined in Section 2.09 of the Annual Report. Student and parent consent forms have been completed for the 2023/24 school year.



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 School employs 12 teachers, including the Principal. Four of these teachers have a BC Certificate of Qualification (COQ). A fifth teacher possesses an Independent School Teaching Certificate that includes subject-restrictions (ISTC-SR), and the Inspector verified the teacher is teaching BC courses within the restriction. There are seven teachers whose application for a COQ are in process; two of the seven have a valid Letter of Exemption (LOE). Evidence that the remaining five teachers have cleared the local equivalent of a criminal record check (CRC) and have applied to the Teacher Regulation Branch (TRB) for an LOE has been provided. Subsequently, the School has hired these teachers as substitutes until their LOEs arrive. These teachers are under the direct supervision of the Acting Principal. It was observed that the Acting Principal is in classes throughout the day.

The Acting Principal follows up with teachers on a weekly basis to ensure that the teachers are active in pursuing their certification applications. When required, the Principal and the Owner/Operator follow up with the TRB, alongside the teacher, to ensure completion.

The School supports teachers with seven days of professional learning prior to the start of the school year, providing a balance of onboarding activities for new staff and professional development that focuses on the BC program. Collaborative time is also provided within the timetable for teachers for professional development. Teachers are being mentored by the Acting Principal and Owner/Operator to support instructional planning and teaching strategies that are aligned with the BC program. The inquiry approach, Core Competencies, First Peoples Principles of Learning and the “Know-Do-Understand” model to support a concept-based, competency-approach to learning are the focus of professional development sessions.

The Inspector examined teacher files and confirms that files contain the six elements required by Section 2.13 of the Annual Report, including evaluations. Teacher contracts were also reviewed during the inspection and included terms of hiring, compensation, hours of work, work schedule and holidays. All other employment terms and conditions are included in the Teaching Faculty & Support Staff Handbook. The handbook has an acknowledgement that the Province is not party to the contract of employment between the Owner/Operator and the teacher, and that the Province is not liable in any instance where the Owner/Operator is found to be in contravention of the laws or requirements of the country of operation.

There are 11 teacher assistants working with students in the BC program. It was verified that criminal record checks (CRCs) are on file for these employees.



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:

The Inspector had an opportunity to meet with the Principal and teachers to discuss planning, teaching, assessment, reporting, resources and assorted school-wide matters in relation to implementation of BC's curriculum. In addition, the Inspector spent time in classrooms observing teachers engaging with students. The teaching staff seem genuinely enthusiastic about BC's curriculum and are committed to its implementation on a day-to-day basis.

Teachers were able to provide examples of individual and group-based, project-based and inquiry-based learning, some of which allowed for student choice. The First Peoples Principles of Learning (FPPL) were prominently displayed in classrooms around the School and teachers were able to explain how they incorporate the principles into their teaching.

Examples of how the Core Competencies were integrated into instructional planning were shared by teachers. There is a school-wide focus on one competency each term. Students self-assess the Core Competencies using rubrics and personal reflection responses.

The Inspector also reviewed the Individualized Education Plans (IEP) used at the School and confirms that they contain all the elements required to support the student's learning. The IEP includes the student profile, required accommodations and SMART goals. Both the Principal and parent sign the IEP.

The Inspector was impressed by how enthusiastic and articulate students were about the BC program. Specifically, students spoke highly about how interesting and engaging their courses were. Students indicated that their teachers were caring and professional, creating a safe and welcoming learning environment. Students and teachers at both locations spoke to the sense of community at the School.

Commendation:

The School is commended for the sense of community that makes CBS-Paris a safe, welcoming place to teach and learn. The genuine care and concern shown for the students as well as the collegial teamwork that appears to exist among the staff creates a positive school culture that enhances student learning.



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:

Much like schools in BC, CBS-Paris is an inclusive school, enrolling all learners regardless of ability. The classroom teacher administers the English language assessment to students who are assigned to their class. The assessment consists of a writing and reading component. With small class sizes, teachers differentiate instruction to facilitate students' English language proficiency. This year, a teacher has been allocated some time to provide individual support to students to assist with English language acquisition.

Assessment of English language proficiency is ongoing, occurring every six weeks prior to the distribution of mid-term and end of term reports. With the growth in student enrolment, the School is exploring how to re-develop its English and French programs to enhance language acquisition in both languages across the curriculum.

True to its vision, the School is truly a bilingual school with teaching and learning occurring in both English and French in every class.

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 Team observed evidence that the School meets the course credit requirements as outlined in Section 2.21 (a-e) of the Annual Report. The School is offering BC First Peoples 12 to meet the new Indigenous-focused graduation requirement. Two teachers are co-teaching the course and the Owner/Operator who has taught a course at the University of British Columbia titled "Reclaiming our Indigenous Peoples" provides both mentorship and a considerable number of resources to the teachers.

CBS-Paris offers two Board/Authority Authorized (BAA) courses: Sociology, Anthropology and Psychology 11 and 12 (YSAP11 and YSAP12). Course overviews have been updated to reflect the current curricular framework, the BAA course forms have been signed off by the Acting Principal and the Inspector and the forms have been forwarded to the Executive Director of the Offshore School Program for approval.

The Inspector confirms the School has an equivalency review policy in place and maintains records that demonstrate compliance with the International Student Graduation Credit Policy



for equivalency. The policy grants language course credits if a student has completed their education in one of the languages in which BC has a ministry-developed language course. The policy also explains how students can receive course credits for non-language courses completed in a different jurisdiction, assigning such courses with transfer standing on official reports. The School does not permit course challenges.

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 reviewed the submitted curriculum planning documents that include course overviews and unit plans. The School has developed templates for course overviews, called “Year on a Page”, unit plans and lesson plans. These templates allow for consistency in planning and include all elements of BC’s curriculum. This year, however, teachers had the flexibility to use a different unit format. As such, while the vast majority of course documents met the requirements of the BC curricular frameworks, there were a few instances in which the Big Ideas, Curricular Competencies, content, Core Competencies, First Peoples Principles of Learning and/or assessment were not consistently included. These inconsistencies were found only in the unit plans that varied in format.

It is evident from the planning documents and conversations with teachers that the BC program continues to be effectively implemented.

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:

At the elementary/middle level the School provides 5.25 hours of instruction per day over a reported 170 days per year for a total of 892.5 hours of instruction per school year. For grades 9 to 12 the School provides 5.5 hours of instruction per day over a reported 170 days per year for a total of 935 hours of instruction per year. This exceeds the Ministry requirement of a minimum of 850 hours for all grade levels.



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:

The Inspector confirms that the School uses a suite of assessment practices that align with the BC program. Teachers gather student learning artifacts in classroom binders, which include artifacts of formative, summative and self-assessments of the curricular and Core Competencies. The assessment documents are shared with parents as part of the reporting process. Formative assessment practices include teacher observation, writing journals, anecdotal notes, exit slips, classroom discussion and in-class questioning. Summative assessment methods include both oral and google slide presentations, quizzes, tests, rubrics, projects, presentations, and skills assessment.

The Acting Principal oversees the invigilation of all numeracy and literacy assessments in accordance with the security and invigilation procedures for BC provincial assessments.

Commendation:

The School is commended for using a variety of assessment methods to assess student learning.



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:

As evidenced on the school tour, there are six classrooms at Trocadero. This site is located above a public library and the School has entered a formal partnership with library, allowing the teachers and students full access to its resources. In addition, teachers have books/novels in each class and there are 40 iPads available for student use.

At the secondary school location, Delessert, there are five classrooms. Students bring their own devices, giving students access to online resources and books.

The School provides all teachers with a desktop Apple computer, Apple TVs and classroom projectors. TV monitors on mobile stands at the secondary school are also available. Both locations have high speed internet with 1Gb/s of bandwidth, allowing effective use of technology by both teachers and students.

During conversations with the Inspector, teachers noted that their requests for resources were addressed in a timely manner, which they greatly appreciated. Students spoke highly of the various learning activities that they were exposed to, especially the fieldtrips that supported curricular topics and the new culinary arts program at Institute Cordon Blue.

Once a week, for half a day, all students go a multisport complex for Physical and Health Education (PHE). Elementary students also go to a local gym for an hour once a week and teachers make use of a public park nearby.

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:

The School utilizes a variety of communication tools to provide parents with ongoing information about their child's progress. These include weekly parent communication via email, parent-teacher conferences, two mid-term reports and three final term reports. Every student maintains an assessment binder that includes every subject, the student's self-assessment of the Core Competencies and the student's goal setting. Parents review the binder with their child and teachers during parent-teacher interviews, which take place after mid-term reports are distributed.



The School is aware that the updated Student Reporting Policy was implemented on July 1, 2023, and that it must follow the Learning Update Order (MO 184/23), requiring the following:

- 5 reporting events a year
 - 4 Learning Updates (2 written; 2 of flexible format)
 - 1 Summary of Learning (written)
- Student self-reflection of the Core Competencies & student goal setting
- Provincial Proficiency scale and descriptive feedback in K-9
- Letter grades & percentages with descriptive feedback in 10-12
- Graduation Status Update at 10-12

Given the leadership team’s attention to detail, the Inspector is confident that the new policy and order will be reflected in their reports; the first of which will be sent home at the end of November.

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 reviewed the School’s 2023/24 Parent and Student Handbook and confirms that it meets the requirements as outlined in Section 2.26 of the Annual Report. The handbook includes several policies, including attendance, student expectations, student discipline, assessment and evaluation, academic support and anti-bullying policies. The School also has an Appeals and Dispute Resolution Policy and an Admission and Enrolment Policy, which highlights enrolment, criteria, payment of fees, scholarships and financial assistance.

Parents sign a “Statement of Acknowledgement and Understanding”, indicating that they have read the handbook in its entirety and are aware of its contents. The acknowledgement also includes a clarifying statement that the Province is not liable in any instance where the Owner/Operator is found to be in contravention of the laws or requirements of the country of operation.



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 2023/24 Teaching Faculty & Support Staff Handbook includes a comprehensive description of BC's curriculum, required planning documents, assessment and reporting, homework policy, student supervision, student code of conduct, student discipline, teacher performance assessment, teacher resources, emergency procedures, and terms and conditions of employment. Policies are in place for the evaluation of both BC-certified teachers and administrators. Also, as required under Section 9.14(a) of the Agreement, there is an Appeal, Complaint Management and Dispute Resolution Policy.

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:

The School does not currently offer courses through Online Learning.

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:

No Remote Instruction is occurring at CBS-Paris. All teachers and administrators are on-site at the School.



CONCLUSION

Commendations

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

- the deliberate and focused responses to the suggestions made in the previous inspection report.
- its proactive marketing, recruitment and program development to ensure long-term sustainability and growth of the BC program.
- the long-term vision, support and investment in the BC program.
- the leadership role and level of service the OSR provides to the School.
- working diligently to provide the necessary documents during the inspection.
- the sense of community that makes CBS-Paris a safe, welcoming place to teach and learn. The genuine care and concern shown for the students as well as the collegial teamwork that appears to exist among the staff creates a positive school culture that enhances student learning.
- using a variety of assessment methods to assess student learning.

Requirements

In order to meet the requirements of the *BC Offshore School Program Certification Agreement*, the Team requires that by February 13, 2024, the Owner/Operator provide the Executive Director of the Independent Schools and International Education Branch, responsible for the BC Offshore School Program, with a plan and timeline for proposed implementation of the following items:

- producing certified translations of local government approval documents in a timely manner for Ministry review.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that, contingent on responding to the above requirements to the satisfaction of the Executive Director, the British Columbia education program offered at Canadian Bilingual School of Paris continues to be recognized as a British Columbia-certified school.

