

COLUMBIA INTERNATIONAL SCHOOL

Tokorozawa, Saitama, Japan

Visiting Committee Report

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Preface

Columbia International School (CIS) has established a Mission statement and four ESLRs. According to the self-study, the ESLRs were revised in 2007 and reviewed in 2012 and 2017. The leadership team made slight modifications to the ESLRs; “However,” it adds, “they are still reflective of the original purpose and the outcomes we want our students to achieve.”

Mission and Vision:

CIS fosters the personal growth of each individual student, instills a sense of social awareness, and encourages respect for achievement. The school strives to develop powers of critical and creative thought, preparing students both for demands of post-secondary education in North America’s finest universities and life as international people. Recognizing the importance of personal development and self-esteem for success in life, the school provides students with varied opportunities for achievement and personal fulfillment through academic studies and other extra-curricular pursuits.

ESLRs:

1. (Individual Growth) Students will grow in intra-personal awareness and self-esteem.
2. (Community Participation) Students will grow inter-personal awareness by participating in curricular and extra-curricular activities.
3. Students will grow academic and English language skills for post-secondary studies globally.
4. Students will grow a global awareness and understanding of cultures other than their own.

Self-Study Process:

First accredited by WASC in 2002, CIS received its first six-year status in 2014. The 2020 self-study is the first to include the Kinder/Elementary divisions.

The Principal and Coordinator’s Council have monitored the progress in addressing the critical areas identified in the 2014 visiting committee report. After the mid-term report in 2017, a five-member committee of teachers was formed to oversee the collection of data and information for the 2020 self-study. Surveys were the primary means of involving students and parents. Members of the student council and PTSA were involved in the process of studying the data and identifying the school’s strengths and areas for growth. The process was overseen by the Proprietor/Executive Director and the Leadership Group (consisting of the Proprietor/Executive Director, Director, Principal, Head Teacher, Guidance Counselor, a teacher from the Junior Division and another from the Elementary Divisions). The school identified five people as Self-Study Key Members: the Self-Study Coordinator, four other teachers who led the focus groups for the four major criteria categories, two PTSA representatives, and a Student Council member.

The Action Plan identifies six areas: (A) revision of the action plan, (B) “comprehensive cohesiveness for curriculum planning,” (C) making student assessment data more widely

available to teachers to aid planning, (D) portfolios in all grades that the faculty and administration can access, (E) systematic review of data to guide instruction and programs, and (F) review of marketing strategies. All six are supported by observable evidence. They overlap with most of the seven schoolwide areas of growth that the VC identified.

Chapter I: Progress Report (2 pages)

Major Changes and Follow-Up Process.

The items below combine the seven parts of the CIS 2014 Action Plan with the seven Critical Areas for Follow-Up identified by the 2014 visiting committee. Three of the Critical Areas overlap with Action Plan items.

2014 Action Plan						
ESLR alignment	Data process	Data discussions	ESL	Tech, online resources	Non-digital resources	MS social development
2014 Critical Areas for Follow-Up						
Data process	Strategic vision, LRP	Remedial programs	Tech and resources	Counseling	Course offerings	Resource planning

Progress on Action Plan.

Action Plan 1 ESLR Alignment: *Align with courses, expectations, and programs; be transparent with measurement and results of measurement.* The school revised the ESLRs in 2017 for better alignment with the Ontario curriculum. The self-study states that further work is necessary to make the ESLRs reflect the evaluation categories. While there is evidence of alignment with the Columbia Learner Profile, there is still a need for alignment with the ESLRs.

Action Plan 2 Data: *Collect and implement a systematic process of consistent use to drive decision making.* **Critical Area 1 Data:** *The administration [should] expand on current data practices to include additional, purposeful data creating a process using consistent data to drive instruction.* **Action Plan 3 Data:** *Develop a systematic process for including all stakeholders in data discussions as part of the school culture.* CIS has improved its capacity for communication throughout the school, but the systematic collection and analysis of data remains a major area for growth.

Action Plan 4 ESL: *Investigate the efficacy of ESL support relative to additional programs and ESL focused training for staff.* **Critical Area 3 Remedial Programs:** *Develop ongoing remedial programs during regular school or remedial summer school to improve student learning and increase educational offerings.* ESL support is effective. The Education Quality and Accountability Office of Ontario administers the Ontario Secondary School Literacy Test (OSSLT) every year. In 2017 CIS instituted a remedial class for students who did not pass the OSSLT in their first attempt. The class concentrates on specific test items and strategies. A peer mentor program offers support to students in all subject areas. In the elementary division TAs are assigned in the primary years. The other grades have a designated language support teacher.

Action Plan 5 Technology and Online Resources: *Funding and implementation.* **Critical Area**

4. Technology and Resources: *The governing body [should] invest in newer technology and resources to enhance student skills in the use of technology in presentations and productions.* In 2018 CIS implemented the Google Suite platform. One of the applications is Google Classroom, which allows students to access course information, submit and edit assignments, give peer feedback, and present learning. The school has purchased 53 laptops for elementary school and several projectors and portable speakers for junior high classrooms.

Action Plan 6 Non-Digital Classroom Resources: *Relevance, quality and replacement when necessary.* The self-study states that the increasing use of digital resources has left fewer needs for non-digital resources. CIS continues to update the Bookworms series readers and some textbooks. The elementary school reviews its non-digital resources every year for relevance.

Action Plan 7 Social Development for Junior High: *Implement programs or initiatives to facilitate their growth.* The school recognized that grades 7 and 8 needed more development in this area. The junior high school has introduced the elementary Pillars of Character program. Any new students could benefit from the guidance of students with experience. New students entering grade 7 are given an orientation to help them settle into life in junior high.

The 2014 VC identified seven critical areas for follow-up: (1) Data, (2) Strategic Vision, (3) Remedial Programs, (4) Technology and Resources, (5) Counseling, (6) Offerings. Three (1, 3 and 4) are discussed above in the Progress Report on the Action Plan.

Critical Area 2. Strategic Vision: *Develop a formal strategic vision to guide long-range planning.* The VC did not see evidence of a formal strategic vision to guide long-range planning.

Critical Area 5. Counseling: *Develop a formalized personal counseling service providing personal and career/education support.* Teachers act as advisers for students. Each teacher works with one group of students, helping them with their annual education plans and keeping track of their academic and personal development. Teachers work with guidance counselors. The teacher-adviser may refer students to appropriate staff members, as follows:

Academics	Health and stress	Department	Dorm	Outside referrals
English teacher Japanese teacher	school nurse	Principal ES: teacher	Dorm Supervisor Office staff	through Principal's office

Critical Area 6. Course Offerings. *Develop ways to diversify the course offerings (e.g., online courses, summer programs) to overcome limited course selection due to the small size of the school.* Although parent and student interest remains, course offerings have not been expanded. The small teaching staff makes it hard to offer more courses. CIS continues to provide guidance to students registering for online courses offered by the Ontario Ministry of Education (OME).

Critical Area 7. Resource Planning Process. *Implement a multi-year resource planning process coinciding with the school's focus on technology and visible learning.* The resource planning process has not changed. Educational resources are procured on an as-needed basis, at the discretion of the Principal.

The Progress Report by the 2017 Mid-Cycle VC had another section (17) headed “Areas which need to be improved”:

1. Communication: *Strengthen organizational communication to ensure efficient and effective operations.* The implementation of the Google Suite platform has provided valuable tools for communication with the school community.

2. Character Education. *Expand efforts teaching character development to sustain the positive learning climate appreciated by students.* CIS has taken an important step to improve character education in the expansion of the Pillars of Character program from the elementary level into junior high school (see above under Action Plan item 7).

3. Instructional Strategies. *Expand PD about effective instructional strategies, such as visible learning, to implement practices informed by data.* In 2018 CIS began to provide opportunities for teachers to attend the annual EARCOS conference. In the past two years, six teachers have attended.

Chapter II: Student/Community Profile

CIS is a private K-12 school in Tokorozawa, Saitama, a suburban community in the west of Tokyo. Most students commute from outside areas. CIS was founded in 1988. It began as a school based on the British Columbia Ministry of Education. In the first year the school switched to the OME. The original founder is still the owner and still oversees the school. His son is the Director. The school has no board.

CIS is accredited by the OME, which issues the Ontario Secondary School Diploma (OSSD) to graduating students. The OSSD is recognized and accepted throughout the world. CIS first received WASC accreditation in 2002 and first achieved six-year status in 2014. The 2020 self-study is the first to include the kindergarten/elementary divisions.

CIS admits students at any grade and from any trimester. The admission process includes an examination and on-campus interview for both students. Minimal competence in written and spoken English is required. CIS actively recruits students from the Japanese public school system. The enrollment as of the 2020 visit is 242 students in grades 1-12 as of the date of the accreditation visit. The campus has the capacity for approximately 300 students. The table below shows attendance at the start of the year. Although enrollment is steady throughout the year, it is often higher after September due to incoming international students

April Enrollment Data					
Year	K	E	JR 7-9	Sr 10-12	Total April
2013	12				
2014	21	100	55	61	237
2015	15	92	56	70	233
2016	10	98	49	77	234
2017	16	93	53	60	222
2018	19	97	45	62	223
2019	12	100	49	62	223
2020	10	105	51	72	238 Now 242

Most CIS students are Japanese. From 2014 to 2020, the percentage of students of Japanese nationality has ranged between approximately 62% and 70%; Chinese students between about 2% and 8%; Thai students, about 1 to 2%; and other students, about 24 to 28%.

The number of ELL students has remained steady since the previous accreditation visit.

ELL Students by Division					
	2016	2017	2018	2019	2020
Jr (gr 7-8)	11	7	8	8	15, 10 online
Sr (gr 9-12)	14	9	8	6	7

CIS has a 1.5-acre campus with two buildings and two playing fields. The main building (built in 1998) houses ten classrooms, a science lab, a health room, a library, a cafeteria, offices, and a guidance room. The annex, built in 2000, houses classrooms, multipurpose rooms, a gym,

changing rooms, shower rooms, offices and a computer lab. Students are required to purchase laptop computers. The elementary school building, constructed in 2009, includes twelve classrooms, a special purpose room, and a gym. Students in grades 7-12 can live in single-sex dorms. The school owns the girls' dorm, which is an eight-minute walk from school. Boys live in private dorms. The land and facilities are either owned outright or mortgaged by the owner.

CIS uses the Ontario curriculum, which includes the Ontario Achievement Chart. The self-study states that the data represents an overall achievement picture for grade 12 cohorts from 2015-18. The Ontario Achievement Chart sets its benchmarks as follows:

Ontario Benchmarks				
< Level 1	Level 1	Level 2	Level 3	Level 4
0-49%	50-59%	60-69%	70-79%	80-100%

The self-study lists Core Subject Achievement Data, which is based on grades in CIS courses:

CIS Grade 12 Core Subject Achievement Data						
	English	Math	Science	Soc. Studies	Art	PE
2018	67	64	67	66	75	76
2017	65	71	70	66	72	77
2016	69	72	66	70	72	80
2015	68	71	60	73	77	76

CIS administers its own English common assessments, written by individual teachers, in each term in grades 7-10. They reflect the core standards in reading and writing and are aligned with course expectations and the Ontario Achievement categories. They provide students years of practice for the OSSLT. The results below represent exit data, because the assessment is last given in grade 10.

CIS Grade 10 English common assessments				
	Knowledge	Thinking	Communication	Application
2019	67%	59%	66%	46%
2018	70%	62%	66%	74%
2017	66%	51%	69%	64%
2016	69%	61%	62%	67%

The OSSLT is a compulsory standardized test for secondary students in Ontario seeking to obtain the Ontario Secondary School Diploma. Students read a variety of reading materials and answer questions designed to measure understanding. They must also produce four pieces of writing, which are judged on development, support, organization, tone, grammar and spelling. Most CIS students take the test in grade 11, but some take it in grade 10. Results should be considered in light of the fact that most CIS students are English language learners.

OSSLT (Ontario Secondary School Literacy Test)											
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Pass	0	5	12	6	20	9	16	8	16	5	16

Fail	13	17	5	4	6	8	21	22	21	15	16
Total	13	22	17	10	26	17	37	30	37	20	32

In 2012 CIS introduced a reading program using the Oxford Bookworms series. The school assesses students' independent reading levels using the RAZ (Reading A-Z) Running Record benchmark passages and comprehension quizzes. In 2018 the English program moved to collecting data on an annual basis. A sample for the 2022 cohort shows both grades 9 and 10 reading at 62% of mastery level. The program is in its early stages, but it promises to provide data useful for assessing reading ability.

In recent years nearly all CIS graduates have attended institutions of higher education.

CIS Graduate Destinations			
	Total graduates	Foreign institutions	Domestic institutions
2019	18	9	4
2018	25	12	10
2018	25	10	11
2016	15	5	9
2015	13	7	5

Counting the Principal, academic support specialists, and three teacher assistants who work in the elementary division and kindergarten, CIS has a faculty of thirty-two. The faculty is experienced. At least half of the faculty has worked at CIS for twelve years or more (9 of 13 in Junior and Senior High divisions, and 6 of 14 in Elementary and Kindergarten). Only six teachers (counting two teacher assistants) have been there for less than five years. The faculty comes mostly from Canada and Japan. Most of the nine teachers from Japan teach the Japanese language; seven of them work at the Elementary-Kindergarten levels.

Faculty Origins					
Canada	Japan	Australia	Taiwan	USA	Zimbabwe
12*	9**	2	1	1	1
* Including the Principal. ** Including two teacher assistants					

Five members, including the Principal, hold master's degrees. All faculty members have bachelor's degrees except two who work in teacher assistant positions.

CIS conducts perception surveys of students and parents. One student survey covers various aspects of school life and includes questions that address the ESLRs. In the most recent administrations of this survey (2017 and 2019), 76% of responses by junior high students and 73% by high school students have been positive. On surveys of courses, student answers since 2010 have been consistently close to 80% positive. Parent surveys administered in 2018 and 2019 covered programs, student achievement, and students' social and physical well-being. The average response on all questions was slightly above 4 on a 5-point scale, with the averages for parents of high school students ranking slightly lower than those for elementary and middle-school parents.

Chapter III: Quality of the School's Program

3A. Organization for Student Learning

A1. School Purpose Criterion. The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student.

The CIS mission statement (see page 2) is posted on the school website and on the campus. It is consistent with the ESLRs (Individual Growth, Community Participation, Academic Success, Global Citizen). The mission and ESLRs were developed in 2014 by the CIS faculty during two days of professional development, and the ESLRs were reviewed by the faculty during July 2016 PD. In a 2018 survey of 60 parents, a majority agreed or strongly agreed that CIS offers a nurturing environment (100%) and meaningful curriculum (90%), and that it supports the achievement of numeracy (75%) and literacy (87%). A 2019 survey of 80 parents showed slightly lower but still positive perceptions about CIS, including nurturing environment (91%), meaningful curriculum (83%), numeracy (64%) and literacy (66%). The mission and ESLRs are aligned with several OME curriculum documents, including *Growing Success and Comment Framework Progress Reports and Report Cards*, as well as the Six Pillars of Character used in K-8. Students in the company of their parents pledge to uphold the values of the school in an entrance ceremony. The beliefs and philosophy of the school are assessed and reported according to six learning skills.

Purpose, Schoolwide Learner Outcomes, and Profile Data. Most CIS students are native Japanese who live at home. There has been an increase in students from mainland China and other Asian countries, many of them living in the school dormitory. Students usually enter the school at K, 7, and 10. In recent years more students have entered at 11 and 12. Fewer students are seeking a North American post-secondary destination. The split has decreased from 60/40 at the time of the 2014 report to 41/59. While the self-study cites 100% university acceptance rates and stable student demographics as indicators, it is not clear that student/community profile data and identified global competencies have affected the development of the mission and ESLRs.

Involvement of All. The self-study report states that the leadership team values and actively seeks input from all stakeholders, including parents and guardians, students, teachers, office staff, and graduates, to refine the mission and ESLRs. Teachers appreciate the Principal's accessibility. Parents feel encouraged to raise concerns; however, they have not been involved in developing or refining the core values, mission, or ESLRs. The self-study cites structures through which the voices of different stakeholder groups can be heard: student council, PTSA, and social events for the school community, including graduates. Most processes for involving school representatives are informal methods for gauging the effectiveness of the mission statement and ESLRs.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program. A comparison of the CIS mission statement and ESLRs shows consistency between the two documents. The self-study lists examples of ways the program reflects the mission and ESLRs:

Individual Growth: The academic program is based on the Ontario Learning skills: Responsibility, Organization, Collaboration, Initiative, Works Independently, and Self-Regulation. Throughout the year teachers hold conferences with students to assess personal development and the achievement of SMART goals. **Community Participation:** Students must complete 40 hours of volunteer service in order to graduate, but they often exceed the requirement. CIS organizes a number of service activities outside school. CIS athletic teams compete against other Tokyo-area international schools. **Academic Success:** 100% college acceptance rates. **Global Citizen:** On average, over 20 countries are represented within the school, and the diversity of the student population helps to promote intercultural awareness.

Faculty and staff survey results show a general belief that there is a strong degree of consistency (76%) between the school core values, vision, mission, the ESLRs, and the school program that reflects the school's explanation of global competencies.

Communication about Vision, Mission, and Schoolwide Learner Outcomes. The mission and ESLRs appear on the school website and blog. A school newsletter is published three times a year. The self-study cites the PTSA and mid-term Parent-Teacher days as evidence that CIS publicizes the mission and ESLRs to students, parents, and community. Surveys indicate that 81% of teachers and staff feel the mission and vision is adequately publicized. There is no corresponding data in the self-study for parents and students. The VC found that students and parents were more aware of the CIS mission than the ESLRs.

Regular Review/Revision. The CIS calendar includes five PD days that may be used for "group WASC meetings, whole-school staff meetings, First Aid/Emergency Responder Training, and addressing learner needs through presentations or other activities." There is no regular process for review and revision of the core beliefs, vision, mission and ESLRs. While specific time is set aside to review the mission and ESLRs during each three-year cycle, no formal process is set for parents and students to review them.

A2. Governance Criterion. The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

Written Procedures and Coherent Practices. The governing authority/owner has the title of Executive Director. In consultation with the Principal and three business managers, he uses his own discretion, as opposed to written procedures. No written procedures or coherent practices to define his role were made available to the VC.

Pretraining of Potential Board Members. CIS has no board.

Relationship to Professional Staff. The Executive Director administers fiscal matters. He delegates educational matters to the Principal, who has his full support to align policies with the school purpose and the achievement of the ESLRs and academic standards, and to implement policies to the professional staff. His relationship with the professional staff is not defined in writing but appears to be generally understood by stakeholders.

Relationship of Policies. The self-study states that “the financial and educational plans reflect the best interests of the school’s vision, mission, and schoolwide learner outcomes, as these decisions have helped to sustain the school since its opening in 1988.” The VC did not see specific plans or documentary evidence of the connection of planning to the mission and ESLRs.

Involvement of Governing Authority. The governing authority has no or minimal involvement with the development, review, or refinement of mission or ESLRs.

Professional Development of Governing Authority/Ownership. The Executive Director does not participate in professional development for effective international school government. The Principal has participated in board training workshops through EARCOS and JCIS.

School Community Understanding. Parents and staff are not privy to all aspects of the Executive Director’s role, but it is generally understood he handles the business side to the school and the Principal handles the educational policies and programs.

Stakeholder Involvement. The 2019 parent survey had one question directly relevant to governance: “I am aware of the school’s improvement process (WASC).” Most parents agreed, strongly agreed, or neither agreed nor disagreed. Stakeholders have opportunities to express their degree of satisfaction, such as meetings and surveys. The Executive Director has access to survey data. The VC did not find evidence of the way it is used.

Board Evaluation/Monitoring Procedures. The Executive Director oversees all fiscal matters and delegates evaluation and monitoring of student performance and school programs to the Principal. Decisions regarding fiscal matters are not subject to monitoring or evaluation. The school has grown and maintained fiscal health since 1988. The VC did not see evidence of evaluation and monitoring procedures by the governance.

Complaint and Conflict Resolution Procedures. The Executive Director handles complaints and conflicts at his discretion. The Principal addresses and resolves school complaints and conflicts on a case-by-case basis when the teacher has difficulty doing so. The Ontario Principals’ Council has materials for complaints and conflict resolution. There do not appear to be written conflict resolution procedures.

Evaluation Procedures. To judge by the employment contract, it is likely that the Executive Director evaluates the Principal, but no concrete evidence of evaluations was available.

Evaluation of Governing Authority. The Executive Director has a business advisory role. His evaluation processes and procedures are not subject to review.

A3. School Leadership Criterion. The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

Defined Responsibilities, Practices, etc. School policies, processes and operational practices are generally understood by administrators and teachers. Policies and procedures appear on employment contracts and an office responsibility chart by grade/division. Additional policy information comes from the Ontario College of Teachers (OCT) and also the OME. The Principal informs teachers of current Ontario expectations regarding student achievement. Many policies are not available in writing, and some documents are not current (including the faculty and staff handbooks) or widely used.

Existing Structures. Internal communication happens via meetings (e.g. staff, WASC groups, planning/reviewing meetings), email, Skype for Business, Google Chat, and via the staff room mailbox. CIS reports that its recent implementation of the Google platform for teachers and students has improved communication. On their survey, 64% of faculty and staff felt that there is room for improvement with internal communication. The self-study states that planning “is effective because it starts well in advance” and that all committees analyze results and look for improvements with events. Conflicts involving students and parents are first addressed by the teacher and then referred to the Principal. The self-study states that high retention rates for students (96%) and teachers (11 years) indicates effective conflict resolution.

Involvement of Staff. Evaluation of Existing Processes. The school leadership consists of the Principal and the Coordinators’ Council. The CC meets weekly and regularly reviews existing processes to promote student learning. The CC led the creation of an ESL stream, adjusted the length of classes in the Junior High program, created a Credit Rescue form to improve communication with parents of students at risk, and revised the Junior High homeroom program to include the Pillars of Character. The staff for each division meets monthly. The VC did not see formal procedures for evaluating processes, but the small staff and leadership group communicate effectively and make adjustments as necessary.

Child Protection. CIS ensures child safety and duty of care through the Principal, CC, and all teachers and staff. Two attendance counselors (K-6 and 7-12) communicate with parents/guardians regularly and share information shared with appropriate staff members. The school nurse follows up on matters concerning health needs. Columbia has entered into a counseling support relation with the Tokyo English Life Line, which provides services and training for the school community. The CC discusses child protection on an ongoing basis. A list of organizations in the community to support students’ health and well-being issues is posted in the staff room. The guidance counselor is a member of the CC and is responsible for referrals.

The Principal is responsible for hiring teachers. Contracts state guidelines for relations between teachers and students, specifically prohibiting social contact with students. Most teachers are licensed by the OCT. Teachers must abide by the Professional and Ethical Standards for the Teaching Profession and be members in good standing.

Interconnectedness of the School to the World. CIS students and faculty participate in visits to a high school in Hong Kong, Habitat for Humanity trips abroad, a college tour to Canada for grade 11, and an exchange trip with a school in Thailand. Visitors from other countries tour the school, guided by student council representatives. The school leadership encourages teacher participation in visits to international destinations and has recently offered travel stipends. Input

from teachers and staff is welcomed. These programs are discussed and reviewed during CC.

A4. Staff Criterion. The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

Employment Policies/Practices. The school prefers a Bachelor of Education, OCT teachers in good standing, qualifications in specific teaching areas, and teaching experience. The Principal determines whether the qualifications and statutory requirements are adequate. He does most of the hiring at Queen's and Toronto hiring fairs. The VC did not see written hiring policies.

Qualifications of Staff. CIS ensures that teachers have OCT licenses that are valid and that membership fees are paid. Teachers maintain current CPR qualifications through school-arranged training. PD opportunities are regularly posted, and teachers are encouraged to attend.

Child Protection (A). CIS prefers teachers who are certified by the OCT, which has proof-of-identity standards, Canadian Criminal Record Checks, and transcript/verification letter inspection standards. CIS does not perform criminal record checks outside OCT requirements which are required for original qualifications. Teachers without OCT certification are carefully screened and their references are checked by the Principal. The teacher contract does not fully address appropriate behavior for adults toward children but does state that teachers should not participate in any social activities with any student. Contracts for Japanese staff members include an expected code of conduct that is reviewed by the employer and hiree, and a set of workplace expectations that reflect the norm of a workplace environment.

Child Protection (B). CIS is currently developing a student and staff code of conduct. For the behavior of children toward other children, CIS teaches the Six Pillars of Character from Character Counts to all K-12 students and expects that students practice them. Parents gave CIS favorable ratings on two survey questions pertaining to safety: 56% agree or strongly agree that "CIS consistently encourages to follow rules and manners," and 92% that "CIS is a safe and comfortable environment." Most students (79%) "feel safe and comfortable at the school."

Child Protection (C). Several teachers and staff have attended PD sessions and training on child protection. The school is currently reviewing child safety protocols and the plans for staff training. CIS does not currently have mandatory child protection training for faculty and staff.

Maximum Use of Staff Expertise. The Principal is responsible for assigning positions to staff members based on expertise, experience, background and grade level. Due to the small number of teachers, roles are occasionally not an exact match, but teachers are expected to be flexible and prepare with the help of colleagues for their upcoming role.

Defining and Understanding Practices/Relationships. Teachers' duties are explained in Section 1 of their contracts. There has been no evaluation of the clarity or level of understanding of these expectations. For Japanese staff members, there is a code of conduct document that potential staff members review when contracts are being negotiated. The VC could find no evidence of additional administrator and faculty written policies, charts, and handbooks that

define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The faculty and staff handbooks are not current.

Staff Actions/Accountability to Support Learning. Until the 2017 school year, all teachers participated in Learning Impact Cycles on a yearly basis, pairing with colleagues in their division, choosing a specific area, and researching ways to improve. Teachers would implement a strategy or resource, document student data, assess the effects, and make a presentation to colleagues. Some of the topics have been math journals, reducing repetitive activity in PE, and using AWL (academic word list) Vocabulary. The Elementary Division has shifted to Sprints, which are a shorter version of Impact Cycles (taking about one month compared to three). The effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs is unclear to the VC.

Support of Professional Development. CIS maintains a PD budget and strongly encourages the staff to participate. The school posts opportunities on bulletin boards or via email. CIS usually pays for PD events offered through organizations such as EARCOS, JCIS, Tokyo Association of International Preschools and the Japanese Association for Language Teaching. Teachers sometimes take additional qualification courses, usually through Canadian universities. CIS reimburses teachers 50% (up to ¥100,000) of the cost of an additional qualification course. If the type of PD sought by the teacher is timely and expensive, such as an M.Ed., the teacher can discuss it with the Principal and proprietor of the school to determine if funds are available.

The Ontario curriculum values global competencies and embeds activities in course curricula that help students develop them. Resources are offered through the Ministry of Education online platform (EduGAINS, Capacity Building Series). Further PD opportunities in developing the global competencies are posted on the bulletin boards of the main and elementary offices.

Supervision and Evaluation. The Principal makes regular walkthroughs to ensure that teachers are conducting classes in a professional manner. Occasionally he enters classrooms and talks to students to gauge whether they are content and comfortable in the class. In 2015 the Principal arranged for the faculty to attend a Visible Learning conference facilitated by John Hattie. Teachers gained insight into the degree to which different influences affect learning. Elementary teachers complete a Sprint each year.

Measurable Effect of Professional Development. The self-study reports, “WASC survey result was a weighted average of 2.75/5 that indicates the operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance can improve further. Over 50% of the respondents felt that the degree of positive impact was satisfactory or better.” The VC did not observe processes to determine the measurable effect of PD on student performance.

A5. School Improvement Process Criterion. The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Broad-Based and Collaborative. The self-study addresses only the effectiveness of special event planning, which seems to be collaborative and broad-based, and to involve multiple stakeholders. The faculty and leadership work toward school improvement, but the VC did not see formal processes for school improvement that is broad-based and collaborative.

School Plan Correlated to Student Learning. The action plan addresses important needs and learning outcomes, but the lack of data makes it difficult to confirm the alignment of the plan with student achievement.

Systems Alignment. The VC did not find evidence of specific systems for professional goal setting, teacher evaluation, or strategic planning for the purpose of ongoing school improvement.

Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan. The Principal oversees the efficient allocation of resources to enhance student learning. The previous WASC action plan identified several areas: ESLRs, data collection, inclusion of stakeholders, efficacy of ESL support, technology and online resources, non-digital resources, and social development. Some resources have been dedicated to the implementation, monitoring, and accomplishing of the plan. CIS has made much progress has been made in the areas of technology and social development.

A6. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

Allocation Decisions. The self-study does not address the relationship between resource decisions and the vision and ESLRs or the extent to which leadership and staff are involved in resource allocation decisions. The leadership and faculty confirmed that financial resources to support student learning are available when requested.

Practices. The school accountant manages the annual budget. An audited Japanese budget is available on sight. No budget or budget analysis was shared with the VC.

Facilities. All facilities are in compliance with strict Japanese legal requirements. The school is equipped with AED machines in the gym. The staff has been trained to use them. Custodial work is adequate. The staff and teachers maintain grounds as needed throughout the year. The VC observed and students stated that some minor facility upgrades such as painting and newer furniture would be an easy improvement. The playing field is mostly dirt. The office staff arranges all fire and alarm systems to be checked and updated three times a year.

Child Protection. The building is appropriately guarded and designed. Guards report all visitors and do not entry without clearance from the office staff. The elementary entrance is locked and guarded. The building has security cameras. There are emergency evacuation routes. Students are educated in the purpose and proper use of escape routes.

Instructional Materials and Equipment. Teachers submit request forms of textbooks, printed materials or manipulatives to the Principal, who responds promptly. The IT department controls

technology, determining needs and ensuring that resources are up to date and adequate. The self-study describes policies and procedures for acquiring and maintaining technology and software as “moderately effective.” Teacher surveys identify this is an area for improvement.

Well-Qualified Staff. The hiring, nurturing, and PD of the staff are under the discretion of the Principal. The school provides financial support in taking additional qualification courses online as requested by the teachers. On average teachers have worked at CIS for 8 years. The annual teacher retention rate is 93%. For a small school, CIS provides commendable support for PD.

A7. Resource Planning Criterion. The governing authority and the school leadership execute responsible current and future resource planning.

Long-range Resource Plan. Details of the budgetary processes remain at the discretion of the proprietor. The school has had a 32-year history of financial stability, including campus and program expansion that continues today. The business management team meets regularly to discuss facility needs, marketing and auxiliary programs. Written minutes and oral reports are provided to the Principal and the Executive Director. The school is adequately resourced, and in recent years nearly all resource requests have been approved. No evidence of financial reserves and/or a strategy for dealing with economic fluctuations or natural disasters was provided in the self-study report. No teacher has been released due to economic constraints since 1998.

Use of Research and Information. The VC did not see evidence of the use of research and information in long-range planning. The Executive Director works closely with the Principal.

Involvement of Stakeholders. There was no evidence presented to the VC that stakeholders other than the governing authority and Principal are involved in future planning. Teachers decide the resources they use in class based on students’ needs.

Informing. The Saitama Prefecture (State) Department of Education has granted the high school “Gakko Hojin status.” CIS has met the financial, safety, health, and educational requirements to receive public education support funding. CIS does not inform the public of its financial state.

Marketing Strategies. CIS occasionally joins festivals and educational fairs to increase community visibility. Programs and events such as summer school and weekend school allow the public to see the school. CIS has 18 PEP schools (Priority Enrollment Programs). Open School is held twice a year, with a presentation in each division followed by class viewing time. Summer Program and Saturday Program give non-member students an opportunity to study at an International school as well as member students to widen their community involvement. These programs encourage students to apply to regular programs. The Action Plan identifies a review of marketing strategies as one of its six parts.

Organization for Student Learning: Summary, Strengths, and Growth Needs

The school’s purpose is defined and available to stakeholders. Governance is almost entirely in the hands of the Executive Director, who administers fiscal matters and delegates the development and implementation of educational policies and programs to the Principal. The

self-study describes the governance as “a simple structure that adequately meets the school’s needs” but acknowledges that “the actual members and explicit responsibilities of the governing authority could be more transparent.” The Principal is responsible for decision-making and implementing best practices to address learning needs. Some faculty leadership positions exist. The staff is experienced and loyal. CIS encourages PD and has a budget for it. Resources in terms of budgeting and acquisition are adequate; teachers feel they could be improved.

Category A: Organization for Student Learning: Areas of Strength:

Areas of Strength:

1. The CIS mission and ESLRs are clearly stated and visible for all to see, and they accurately reflect the beliefs and philosophy of CIS stakeholders.
2. The leadership and governance collaborate and communicate effectively in the best interests of supporting all members of the CIS community.
3. CIS faculty and leadership are well-qualified, dedicated to students, and proactive in developing and refining their practices to promote school improvement.
4. CIS effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Category A: Organization for Student Learning: Areas of Growth:

1. Leadership and faculty should prioritize schoolwide improvement processes driven by systematic analysis of data by all appropriate stakeholders in order to effectively guide the work of the school and provide accountability and monitoring of the schoolwide action plan.
2. Leadership and faculty should develop processes to regularly review and update written policies, charts, and handbooks that define professional roles and responsibilities for governance, leadership and faculty, operational practices, decision-making processes, and professional growth plans with evaluation procedures.
3. The leadership and faculty with input from all stakeholders should develop and adopt a comprehensive child protection policy that includes a code of conduct for appropriate behavior of adults towards children and children towards other children, reporting procedures, and mandatory faculty/staff training programs to ensure the safety of students at all times.
4. Leadership and governance should strive to clarify the role of the governing authority to all stakeholders and provide a more transparent budgeting process.
5. Governing authority and leadership should develop and invest in effective marketing strategies to promote the school and student enrollment.

3B. Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion. The school provides a challenging, coherent and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

Current Educational Research and Thinking. CIS uses a curriculum from the Ontario Ministry of Education (OME), an internationally respected curriculum with strong vertical alignment that is regularly reviewed and updated. CIS does not have a regular review cycle for critical assessment of the curriculum; the school depends on the regular OME curricular updates. The self-study states that the school "makes changes according to the recommendations" (p. 83) given on their Ontario inspection report. There is a need to establish regular processes for systematic critical analysis of the curriculum based on a variety of student achievement data. Teachers stated that they modify the Ontario curriculums for the local environment with high ELL needs, but the VC did not see systematic documentation aside from the grade 6 curriculum map. CIS makes generous allowances for PD and continuing education for teachers, paying 50% of the costs of any Additional Qualification courses that teachers take, and covering the costs of attending local workshops and the EARCOS teachers' conference. Teachers share their new learning in faculty meetings and through direct collaboration. Additional in-house professional development includes Impact Cycles, Learning Sprints, round table discussions, and team collaboration. Teachers expressed a need for more team collaboration time.

Academic Standards for Each Area. CIS uses OME standards and guidelines for students in grades K-12 for assessment, evaluation, resources, and reporting. The school is inspected every 1-2 years by the OME and has been accredited by the Ontario Government Curriculum since 1988. The VC saw one example of an Ontario inspection report, which consisted of an eight-page checklist of compliance. The Ontario standards and expectations are well defined, but it was often unclear how they are being specifically implemented at CIS. Aside from the sixth-grade course map, the main evidence of the standards are in the Learning Goals and Success Criteria for units and individual lessons that are prominently posted in classrooms. The consistent and clear use of the Learning Goals and Success Criteria is commendable.

Embedded Global Perspectives. The Columbia Learner Profile incorporates many of the global competencies, and the self-study states that global perspectives are embedded in the OME curriculum, but the VC did not see clear evidence of their embedding in the CIS curriculum. However, there was see evidence of global perspectives in the Pillars of Character and some co-curricular programs. In the elementary school, monthly assemblies and the Columbia Cares program encourage local and global citizenship. Columbia Cares involves local service and community interaction activities on the class level, with an ultimate goal of fundraising to support the high school Habitat for Humanity trip. Secondary students must complete 40 hours of community involvement to obtain their OSSD (Ontario Secondary School Diploma). Students are encouraged to find and document their own service opportunities. Homerooms identify service opportunities such as volunteering at elder homes or cultural exchange with Japanese schools. The VC recommends that CIS document student participation in service activities.

Congruence. There is evidence that CIS determines congruence between curriculum and the ESLRs. The school reports that the Columbia Learner Profile, which is CIS’s elaboration of the ESLRs, is incorporated into individual and collaborative work at all grade levels, but it was not clear how it is incorporated or who determines that it is incorporated. The elementary and junior divisions have been holding meetings to improve vertical alignment. They have started using journal templates for math and reading, as well as templates for character growth reflection. Secondary students write a Final Common Assessment in grades 7-10 for English literacy. This assessment was developed in-house to prepare students for the Ontario Secondary School Literacy Test (OSSLT), which they take in grade 10 or 11 and must pass to earn an Ontario diploma. Students who do not pass the OSSLT must pass remedial coursework.

Student Work—Engagement in Learning. Students at CIS are encouraged to self-assess, peer assess, and listen to teacher feedback. These processes are scaffolded through journaling templates and self/peer assessment templates at all levels. The VC saw limited evidence of collection and analysis of student work to assess the curriculum. Students find the templates helpful and feel they have grown as self-assessors. Most student work was seen over-the-shoulder through direct observation, and only a few examples of summative projects, such as an grade 8 science poster, were shared. The VC saw a few examples of engaging higher-order thinking, including elementary students making and testing predictions, and junior high students designing an open-ended hydraulic system. The VC primarily saw recall and recitation, with some application. The VC recommends that CIS consider developing a systematic approach to collecting student work, with a focus on school evaluation rather than student evaluation.

Accessibility of All Students to Curriculum. CIS reports that teachers adjust teaching methods and learning goals for all students. There are no formal guidelines or documentation for the process. CIS clearly communicates to prospective parents that it does not provide formal support for special-needs students. ESL teachers work closely with elementary homeroom teachers to meet individual needs and rotate through elementary classrooms to provide direct assistance. Students are sometimes pulled out to strengthen basic skills. The junior high has two streams to support ESL students in the core subjects. All students complete the same assessments, but ESL students may have modified expectations (e.g., writing three sentences rather than five). Senior high students with greater English needs take an ESL course instead of the regular English course and are bridged to the mainstream English curriculum upon meeting promotion criteria. A major influx of new students to the school and the ESL program occurs in grade 10, as recent graduates of Japanese junior high schools seek an English language education. Additional accommodations include a school day that is scheduled from 9:00 to 15:30 to accommodate the long commute times (up to 2 hours each way for some students) common in the Tokyo area. Students seeking courses that CIS does not provide may take courses through online providers.

Acceptable Student Achievement. CIS uses performances indicators that are defined in the Ontario Ministry of Education curriculum, and which CIS translates into Learning Goals and Success Criteria that they share with the students on a daily basis. The process by which this occurs was not clearly explained, nor were performance assessments (except by references to “class marks,” or grades). Student reading progress is tracked with the stepped programs Reading A-Z (RAZ) and Oxford Bookworms. The only systematic performance tasks that were clearly defined were the triennial CIS Common Assessment in grades 7-10 for English literacy,

and the OSSLT in grade 10 or 11.

Integration Among Disciplines. The structure of the Ontario elementary curriculum facilitates integrative unit planning for the individual all-subject teachers in the elementary division, where it is clear that the current work across disciplines is connected and overlapping, as evidenced by posted Learning Goals. Teachers identify curricular integration as an area of need; particularly, more time is needed for effective interdisciplinary and interdivision collaboration, especially at the secondary level. The most successful integration at the secondary level is the tracking of art to follow the historical timelines and sociocultural topics covered in social studies classes.

Curricular Review, Revision, and Evaluation. The VC saw evidence of curricular review and revision through the process of Learning Sprints and Impact Cycles, especially at the elementary level. CIS does not have a regular process to review and evaluate the curriculum, graduation requirements, and policies. The VC recommends making more policy documents readily available to all stakeholders. Grading and homework policy are guided by the OME. CIS adopts OME updates as they become available.

Collaborative Work. Teachers express a desire to work more collaboratively. Collaborative time is challenging to find due to the small size of the faculty, co-curricular commitments, and commuting time. Another challenge the teachers acknowledged was finding unit and assessment collaborators when a teacher is effectively a “department of one.” The strongest evidence of collaboration is the common journal and reflection templates used throughout the elementary school and partially in the junior high school. In grades 6 and 7 teachers engage in fruitful collaboration at the beginning of the school year to help transition elementary students into the junior high. Other examples of collaboration include Impact Cycles and Learning Sprints.

Policies—Rigorous, Relevant, Coherent Curriculum. CIS does not formally assess the rigor or coherency of its curriculum or policies. It depends primarily on feedback provided by the OME. The feedback is shared with faculty, but there is no formal review process in place. CIS asks questions pertaining to relevance in their parent and secondary student surveys, which indicate general satisfaction with the quality of the courses and curriculum.

Articulation and Follow-up Studies. The VC did not see evidence of student follow-up studies. Teachers report informal follow-up during occasional alumni barbeques, and alumni are invited as guest speakers to share their international university experiences with current students.

B2. How Students Learn Criterion. The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes.

Research-based Knowledge. CIS has a generous PD policy for teachers to continue their education through Ontario’s Additional Qualifications, Ontario’s online PD platform EduGAINS, and teacher workshops and conferences in Japan and around East Asia. Teachers returning from workshops are encouraged to share their learning at divisional meetings. No consolidated record of PD participation was available. Within the school, faculty and staff attended a Visible

Learning workshop in March 2015. Teachers participate in Learning Sprints and Impact Cycles. CIS subscribes to some educational research journals; the VC recommends that the school consider increasing its subscriptions. The VC saw no evidence of current research-based methods applied to serve students of different backgrounds and abilities.

Planning Processes. The VC saw effective collaborative planning in the development of the primary school journal templates (Math, 40 Book Challenge, Pillars of Character) and the secondary self- and peer-assessment templates. The VC did not see unit or lesson plans or documentation of the planning process. Most planning is done by individual teachers, but there is collaborative planning in secondary English. Teachers use a range of formative assessments, primarily worksheets and textbook problems. Teachers gave adept immediate personal feedback during ongoing lessons and responded to immediate formative needs, but it is not evident how formative assessment results are used to inform lesson and unit planning. The VC observed a high occurrence of prompts (both verbal and written) to check for students' basic understanding of success criteria, vocabulary, and content, and recommends that CIS teachers reflect on ways to incorporate more assessments that require higher-order thinking. There is no planning process that incorporates and validates the inclusion of the ESLRs and other global competencies.

Professional Collaboration. The VC saw evidence of collaboration to examine curricular design and student work, including Impact Cycles and Learning Sprints. PLCs were used in the past, but current collaboration opportunities are limited, primarily due to time constraints. The self-study states that subject coordinators support teachers with the development of unit plans through UbD-guided feedback and suggestions, but the VC did not see documentary evidence. The self-study identifies a need for more time in the schedule for discussion and planning. There is currently no systematic method to track and assess the effectiveness of collaboration.

Professional Development. Only self-reported PD information in the staff protocols was available, but it is clear that CIS has a generous PD policy. Many teachers expressed appreciation of the support for professional growth. CIS covers attendance and transportation costs for workshops. Teachers attend discipline-specific workshops and others focused on literacy. Teams of teachers attend the annual EARCOS Teachers' Conference. Teachers are reimbursed 50% for any other continuing learning they choose to pursue, particularly under Ontario's Additional Qualifications system. In-house PD occurs primarily through occasional collaborative processes such as Impact Cycles and Learning Sprints. The most recent formal in-house PD opportunity reported was the March 2015 Visible Learning Workshop.

Challenging and Varied Instructional Strategies. The VC saw some variety of instructional strategies. Classes rely heavily on worksheet templates for students to reflect on the Success Criteria. Students produce work in a number of formats, including slideshow presentations, video presentations, formal reports, and peer co-assessment. Literacy development is primarily approached through the Reading A-Z program and Oxford Bookworms. Secondary math students complete practice problems with the online practice resources IXL and XTra Math. Students are challenged each year to complete an international math contest but have not used the contest to inform instruction, planning, or assessment. Students in grades 4-10 take part in a Science Fair. Secondary students complete art projects that align with the social studies curriculum. Classroom observations confirmed the statement in the self-study that "The

instructional strategies . . . aim to put the student at the [center] of the classroom” (94).

The current emphasis on recall and practice in context stems partly from the high ELL needs of the student population. The VC recommends that teachers consider how they can better promote higher-order thinking, both in the daily classroom experience and individual work.

Technological Integration. The VC witnessed the use of technology in the classroom. Students in grades 4-6 have one-to-one access to Google Chromebooks. New junior high students take a computer orientation session. Teachers and students use Google Drive to share files and documents and to provide feedback. Some assignments require application of technology, primarily in the form of PowerPoint presentations and videos. Classes at various levels use a number of educational apps and websites to supplement instruction (RAZ, Oxford Bookworms, Xtra Math, etc.). Junior high school students study basic computer literacy. Ninth-graders study programming, first in JavaScript, then in Java. In grade 10, students learn the basics of common productivity software such as Google Suite and Microsoft Office, culminating in earning the Microsoft Office Expert Certification in grade 11. This introduction to computer literacy and science is to be commended.

Evidence of Results based upon Challenging Learning Experiences. Only formative student work was made available to the VC, with heavy emphasis on vocabulary, basic understanding of concepts, and limited application. The VC recommends that teachers integrate more creative thinking, problem solving, and other higher-order thinking into their assessments. A good step in this direction is the development of reflective journals and self- and peer-assessment processes that encourage critical reflection on students’ understanding and achievement.

Student Understanding of Learning Expectations/Performance Levels. This is one of Columbia’s greatest strengths. The Learning Goals and Success Criteria developed from the Ontario standards are communicated prominently and clearly to students at all levels. In some classes, students and teachers work together to develop the Success Criteria from the Learning Goals. Students report that they clearly understand what they are expected to learn and be able to do, that the Learning Goals and Success Criteria help them preview and prepare for upcoming units, and that they are useful in reviewing for exams. The VC recommends that CIS gather the Learning Goals and Success Criteria and present them publicly and proudly for current parents, prospective parents, and the broader community.

Student Perceptions. Interviews in elementary school help students reflect on their performance through learning logs, conferences, and anecdotal observations. Junior and Senior High School students hold interviews with their homeroom teachers once or per term to discuss college, career, and life preparation. The VC saw evidence of student goal setting in these interviews, but not of career or college preparation. The interviews do not inform faculty evaluation of the Learning Goals or ESLRs, or their communication to the students. The VC observed that students have a high level of understanding of the Learning Goals, but not the ESLRs, and recommends that CIS teachers build the ESLRs into their student interview process, including a means of documenting student perceptions. CIS is encouraged to develop its graduate follow-up processes. With a 32-year history, CIS has a large pool of graduates who can be a valuable resource in many ways, including assessment of the program.

Student Needs. CIS provides differentiated instruction for ELL students, primarily at a program level rather than the classroom level. Literacy differentiation is accomplished primarily through the stepped reading programs. The primary differentiated teaching strategy observed in integrated classrooms is extra individual attention for ELL students, either by the classroom teacher or by a classroom assistant. The self-study lists approaches that teachers use to address student needs: collaboration, consistency, a student-centered mindset, study skills and extra support, multiple forms of assessment, and partnering with families. Formal differentiation for students with other learning needs (ADHD, speech impediments, autism, etc.) are not provided, but teachers say they “do the best they can.”

Student Use of Resources. Most classes have moved away from textbooks toward authentic texts. Students access many texts online, learn vocabulary through Quizlet and Kahoot games, or find supplemental problems on sites such as Math Xtra. CIS has a subscription to Britannica Online, which is used primarily in secondary social studies courses. Collaborative projects were observed primarily in the context of science and engineering design. CIS has disbanded its central library, as a result of disuse. The library was inconveniently located in the Senior High School building, which is two buildings away from the elementary students who are more likely to check out books. Library books have been distributed to classrooms and hallways, where they are not systematically organized, but more readily available to students. Elementary students use books from these shelves for their 40 Book Challenges.

B3. How Assessment is Used Criterion—Reporting and Accountability. The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school’s programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

Professionally Acceptable Assessment Process. CIS does not engage in regular standardized assessment. Successful OSSLT performance is a requirement for students to earn their Ontario diploma, but OSSLT results are not used to inform planning or school assessment. No formal, standardized student growth tracking is in place. The school reports a preference to develop its own mechanisms to track student growth (the seventh- through tenth-grade literacy Common Assessment, and grade-tracking portfolio documents). These do not allow CIS to assess school performance in relation to external norms. The self-study identifies “systematic and regular review of data to assess impact on learning to guide future instruction and programs” (p. 146) as an Action Plan item, and the VC strongly concurs.

Basis for Determination of Performance Levels. The self-study states that CIS uses the Ontario curriculum and has a clearly defined assessment policy that spans all grade levels. The latest Ontario government inspection (April 2020) found CIS compliant and consistent with their guidelines. The desired learning skills are communicated across all grade levels. Most teachers work in isolation due to the small nature of the school; nevertheless, there are calibration and triangulation guidelines, developed from the Ontario curricular resources, for teachers to develop consistent assessment practices.

Modifications based on Assessment Results. Monitoring of Student Growth. CIS does not have a regular curriculum evaluation process or review cycle and does not collect standardized school performance data to assess the program, PD, or resource allocation. Lacking formal evaluation or methodology, these decisions are made on an *ad hoc* basis through personal communication among the staff, the Principal, and (for financial matters only) the Executive Director. Tracking of student growth falls into three categories: personal teacher interactions with students to track and discuss student reflections, logs, and journals (primarily at the elementary level); portfolios of student reflections and course grades (primarily at the secondary level); and use of the trimesterly literacy Common Assessment from grades 7–10. The Action Plan correctly identifies tracking and monitoring student progress as areas for growth.

Reporting Student Progress. Parents at CIS are informed of student progress through meetings with teachers at least once per term, mid-term reports, and end-of-term report cards. The reports use the Ontario reporting format and inform parents through grades, individualized comments, and performance levels on Learning Skills and Work Habits. No clear process of informing other stakeholders of overall student progress and school achievement levels was identified

Security Systems. Tests and exams are the individual responsibility of each teacher and are kept under strict security, including locked filing cabinets for physical documents and electronic storage for electronic documents. Students are not allowed to retain major exams, so they may be used again in the future. Report cards are submitted electronically.

B4. How Assessment is Used Criterion—Classroom Assessment Strategies. Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

Appropriate Assessment Strategies. The Ontario document *Growing Success* guides evaluation. Following the OME, CIS assesses student performance in four categories: knowledge, thinking, application and communication. Teachers assess learning skills including responsibility, organization, independent work, initiative, collaboration and self-regulation. The VC saw evidence of these assessment strategies but recommends further development of assessments that promote higher-order thinking skills. Teachers use triangulation of performance, observation, and interviews. Teachers share learning goals and success criteria, provide descriptive feedback, and teach students to set their own goals and monitor their own growth. CIS emphasizes the RAZ and Oxford Bookworms programs as means of assessing reading ability. Writing is assessed using the Common Assessments, which are unified in the secondary school. Work is ongoing to codify a comprehensive and integrated K–12 writing program. No formal process is in place to evaluate the efficacy of assessment strategies.

Demonstration of Student Achievement. The VC saw some evidence of analysis of student work, primarily at the formative level. Students demonstrate understanding through video and slide presentations, and essays, but the VC did not see examples of assessment for those projects.

Assessments are aligned with Learning Goals, Success Criteria, and Ontario standards, but the ESLRs are not integrated with the curriculum or substantially assessed. Student achievement of the Pillars of Character in the Elementary and Junior High divisions are assessed in a stand-alone program consisting of reflective journals and student-teacher interviews. Other than ELL students, the school does not formally address special needs.

Modification/Decisions based on Assessment Data. The self-study identified this as an area of need. From p. 107 (emphasis added):

The elementary division uses Learning Sprints and Impact Cycles. *There is no formalized system to analyze assessment data over time in the senior high program.* The VC observed some evidence of modifications based on data. In response to analysis of student work, CIS implemented impact cycles in 2015 and reading responses in 2016. Math, reading, and writing response journals have improved math and reading levels. Other recent changes include the 40 Book Challenge and Learning Sprints.

Currently there is a defined method of collecting and analyzing assessment data on English literacy skills in grades 7 through 11. Students are evaluated in their reading comprehension and writing skills. *However, such information is not currently being used to make changes in the teaching, PD activities, and resource allocation.*

In general, CIS does not have formal review cycles for curriculum, PD, or resource allocation.

Teacher Feedback to Students. Teachers provide timely feedback to help students achieve learning goals, academic standards, and schoolwide learner outcomes through written and oral responses. Oral feedback is much more common. Students state that the feedback helps them improve. Elementary teachers use learning skills logs, which help students reflect upon their developing skills. Grade 4-6 reading, writing and math journals give students simple evaluative feedback in a timely fashion. On major projects, students receive informal feedback pre-submission, with descriptive feedback after submission focusing on ways to improve. Teacher feedback is guided by subject-specific descriptors in the performance standards and achievement chart in the Ontario *Growing Success* document.

Curriculum, Instruction and Assessment: Summary, Strengths, and Growth Needs

Virtually all curriculum, instruction and assessment at CIS comes directly from the research-based OME. The secondary curriculum has three streams: academic, applied, and essentials. Grades 11-12 have courses that aim at developing higher-order thinking.

CIS has a generous budget for PD and encourages teachers to participate. CIS staff members attend PD events in Japan and throughout East Asia, including EARCOS conferences. Assessments at CIS are founded on a diagnostic, formative, and summative level, as outlined in the Ontario *Growing Success* document (2010). Assessment strategies include rubrics, checklists, anecdotal notes, test/quizzes, learning logs, and more. In the Ontario system of assessment, teachers evaluate the students in specific categories: Knowledge/Understanding, Thinking, Communication and Application, along with Achievement Levels and Learning Skills. CIS

makes use of apps and web-based programs to develop reading comprehension, numeracy, and other skills. Teachers use a variety of methods to incorporate technology into their teaching.

The VC saw some evidence of program modification based on assessment results, but a lack of standardized assessments makes objective analysis of school achievement challenging. The self-study identifies this as an area for growth. The Ontario curriculum used at CIS provides strong academic standards and teaching guidelines. The processes CIS uses to implement the Ontario standards have not been formalized and remained unclear to the VC. Teachers use a variety of instructional techniques and are highly responsive and interactive in the classroom. Most classroom interactions indicate thinking at the level of conceptual understanding. The faculty should reflect upon ways to promote higher-order thinking skills, including expanded opportunities for problem-solving and analytical writing.

Category B: Standards-Based Student Learning: Areas of Strength:

1. CIS teachers have developed high-quality Learning Goals and Success Criteria (sometimes with student input) and communicate them very well to students. Students know from the beginning of a unit what is expected of them, and how they can demonstrate achievement of the standards.
2. The Elementary Division has a strong collaborative process to develop common formative and reflective assessments, and the collaboration is now extending into the Junior High Division. Elementary collaboration aims to enhance student learning, and takes the form of Impact Cycles, Learning Sprints, in addition to one-on-one interactions.
3. The ESL program has succeeded in developing students' language abilities to the point where they can enter the mainstream classroom. ESL resources have been standardized across divisions, with a focus on Reading A–Z and Oxford Bookworms.
4. Professional development opportunities for staff are abundant, encouraged, and supported at an extraordinary level. This includes coverage of workshops and conferences (including EARCOS), as well as 50% coverage of continuing education costs. The on-site John Hattie Visible Learning workshop was particularly valuable to and well-implemented by all faculty.
5. CIS has a one-on-one mentorship program at the high school level, wherein students engage (1–3 times per term) with their homeroom teachers in reflective and goal-setting interviews.
6. CIS is to be commended for its technology education program starting in Junior High school, which focuses on basic computer literacy with a focus on career and business relevance. This includes certification is experts in Microsoft Office, programming in the versatile Java programming language, and an introduction to the Microsoft Access business management database software.
7. CIS has adopted the Ontario Ministry of Education curriculum, an internationally recognized and well-supported framework with strong vertical alignment.

8. The entire CIS staff shows a dedication and commitment to student and collegial needs, with an emphasis on individualized classroom attention. Through their student interview system in the Junior and Senior High and conferencing in the Elementary, they have proactively addressed a self-identified need to improve communication and comfortable, safe student-teacher relationships.

Category B: Standards-Based Student Learning: Areas of Growth:

1. Leadership and faculty should implement a cohesive framework and process for consistent curricular planning throughout the subjects and school divisions. This process should generate documentation of the way Ontario standards and practices are translated to the context of CIS.

2. Leadership should provide teachers systematic opportunities for collaboration on interdisciplinary integration, primarily through the allocation of dedicated time beyond that designated for divisional meetings.

3. Leadership should (a) adopt standardized measures (such as the MAP or PSAT assessments) to objectively evaluate the school's overall performance, and (b) work with the faculty to use these measures in conjunction with other student-generated metrics to inform a regular review of the curriculum and other school programs. Any curricular review or revision should involve all relevant staff.

4. The leadership and faculty should continue to develop a system to collect and analyze evidence of student growth, both through the student portfolios and grade tracking systems currently in development, and through objective standardized measures to supplement the Common Assessments for literacy.

5. The faculty and leadership should develop a curriculum review cycle that considers how to expand or modify CIS's course offerings to align with changing student needs, with particular needs recognized preparing students for science-related fields such as medicine and technology. At present the school encourages students to take supplementary courses through an online provider, but students and parents have expressed a strong desire for additional on-site course offerings.

6. All stakeholders should revisit and update the ESLRs, perhaps with the goal of merging them with the Columbia Learner Profile. After a review and update of the language, the staff should integrate the ESLRs into the curriculum and make them more accessible to the students in a similar way to the Learning Goals and Success Criteria.

3C. Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion. To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results (schoolwide learner outcomes)?

Adequate Personalized Support.

Health: CIS has a full-time nurse who serves grades K-12. She maintains appropriate records of consultations. She conducts an annual health check and confirms that parents follow up on health concerns. CIS has appropriate systems for maintaining medical records and preparing first aid for field trips. The nurse participates in PD. The dorm assistant monitors dorm students' daily health and brings them to a hospital or clinic as needed. There is a need for health care during after-school and weekend events, when the nurse is not on site. CIS provides coaches with a first aid kit and a list of clinics, and recommends having at least two staff members at athletic events. Needs for after-school and weekend health care have been discussed, but according to the self-study, "only a few of the recommendations have been implemented" (111). During the previous accreditation cycle, all faculty and staff members were certified for emergency response and CPR, and these certifications should be refreshed. CIS holds a fire/earthquake drill once per term. In parent surveys 78% of K/E parents and 71% of Junior/Senior High parents agreed that CIS provides a safe and comfortable environment.

Personal counseling: Teachers handle most counseling. None of the teachers has specific counseling training. The administrative Head of Elementary offers additional elementary-level counseling, especially for more serious problems. In high school a member of the office staff with counseling experience, but no certification, assists classroom teachers and refers students to professional services. The dorm assistant counsels residential students. The Principal meets with parents to discuss counseling needs and professional referrals when required. In the Junior and Senior High school surveys, 54 and 56% respectively felt there is usually or always an adult they can go to for support. These results led to the expansion of the homeroom interviews program, to promote trusting relationships. The school reports adequate immediate intervention services, with a need for a more established system for professional referrals.

Career and college counseling: CIS provides counseling for college applications but has minimal direct career counseling. Students begin university research through a scaffolded process in Grade 11 homeroom. CIS employs a part-time Guidance Officer who also has teaching duties. He has a dedicated college advising block and focuses on applications to overseas colleges. An experienced member of the office staff advises students applying to Japanese colleges on an as-needed basis. CIS graduates speak to students about their colleges. Parents and students had several suggestions: starting the university research process at an earlier grade; providing more information about admissions requirements in different countries, especially Japan; and offering a course that explores career alternatives (e.g., science, technology and music).

Academic assistance: CIS has a large and well-developed ESL program but does not offer learning support or referrals for students with other special needs. Parents are informed of this

before enrollment, and teachers “do their best” to accommodate all enrolled students. The school has some procedures to monitor, report and support student progress, including ESL and credit rescue programs and Learning Support Forms.

Strategies Used for Student Growth/Development. With a student body made up almost entirely of ELLs, CIS strongly emphasizes literacy programs and assessments. At the elementary level, the Raz-Kids and Out of This World Literacy programs help elementary students develop reading ability at an individualized pace. There is some evidence of other strategies to develop personalized approaches to learning, particularly journals and learning logs in various subjects, and the Pillars of Character reflection journals. In a survey of elementary parents, 85% agreed that teachers offer good feedback and learning support. Students in junior high are divided into English and ESL streams. To promote inclusion, the two streams combine in PE and Art, but core subjects are taught separately. High school students whose English is not strong enough for regular classes attend two periods of ESL every day and one period with the other students in their grade. The RAZ program is continued from the elementary school, after which students move to the Oxford Bookworms program before graduating to the mainstream classroom.

Aside from the ESL program, student growth is tracked mostly through report card grades, but CIS has begun using portfolios of student work. Homeroom teachers help students make and track growth goals through an interview process 1–3 times per trimester.

Support Services and Learning. The high school has a Credit Rescue program (in line with OME requirements) in which teachers inform parents of students at risk of not earning a credit. The school reported that 50% of students in the program succeed in earning credit. The self-study states that processes to identify struggling students are adequate but identifies a need for more interventions (119). Other than Credit Rescue, there are no formal interventions at the high school level. Most teachers are available to help students for an hour after school. The Mentor Program pairs secondary students with elementary students. The student reported effectiveness of this program is mixed, but student satisfaction with the program is high. A similar program, Reading Buddies, pairs upper elementary students with lower elementary students.

Co-Curricular Activities. Starting in Grade 3, elementary students can participate in after-school clubs for an hour four days a week. Elementary teachers are required to lead a club on each of the four days, including clubs for homework, music, software, sports, pottery, chess, and games. Approximately 85% of elementary students participate in the clubs. Parents appreciate the option for families to use the time as they see fit. The Columbia Cares program allows elementary students to support charitable community causes (litter pick-up, gardening) and to make a donation for the high school Habitat for Humanity trip to buy school supplies for students at their service destination. CIS hosts EPAC (English Performing Arts for Children), in which other local kindergartens perform. Elementary students take a hiking trip and a ski trip.

Junior high and high school students are offered club activities—including music, art, sports, drama, yearbook, and photography—one afternoon per week. Clubs are formed by teachers or through student initiation. At the junior and senior high levels, 70% and 72% of students respectively feel club activities “are a positive part of school and have increased [their] confidence.” Other activities include Junior Chamber of Commerce, Diversity Park, and Model

UN. The student council plans social events, primarily dance parties, and is particularly active in whole-school events such as the Christmas Fiesta. CIS fields teams in the ISTAA (International School of Tokyo Athletics Association), offering futsal, volleyball, and basketball for both girls and boys. The league hosts one-off events in cross country, badminton, and swimming. Students appreciate the co-curricular programs; 92% in junior high and 81% in high school felt there is a co-curricular activity at CIS that meets their interests. In the parent survey, 57% of junior/senior high parents feel the co-curricular activities “allow students to be physically active.”

Co-curricular activities foster global citizenship through service planned at the homeroom level, such as volunteering at elder care centers or cultural and language exchanges with local schools. CIS students and teachers travel within Japan and overseas to participate in Habitat for Humanity. Students must complete 40 hours of community involvement before graduation. Many achieve this through Habitat for Humanity, but other options include assisting at summer school or Saturday school, after-school service, or other opportunities the students find. Parents expressed a wish for more service activities directly provided by the school, especially for students who cannot take the Habitat for Humanity trip. 69 and 63% respectively of junior high and high school students felt that their volunteer service has been a good learning experience

At all levels, links between the activities, standards, and ESLRs are not articulated; however, elementary teachers help students connect Columbia Cares activities to the Pillars of Character.

Student Involvement in Curricular/Co-Curricular Activities. CIS conducts annual surveys to assess student involvement in curricular and co-curricular activities. 85% of elementary students participate in one or more club activity per week. The self-study had no survey data for high school participation. The office tracks club membership but does not calculate participation rates. About 15 students take the summer Habitat for Humanity trip. There is no regular process for evaluating co-curricular activities or the co-curricular program as a whole. Club advisors receive survey feedback from participants to help them improve the student experience.

Student Perceptions. The self-study has limited evidence of analysis of student perception data on support services. In response to survey data showing that 43 and 31% respectively of junior high and high school students feel “their homeroom teacher makes an effort to get to know them personally,” the school has started a regular interview program between students and homeroom teachers. The self-study states that the data on elementary support services level is “insufficient.”

Support: Summary, Strengths, and Growth Needs

CIS has a nurturing and student-focused staff, with high level of support for ESL students. The school does not offer formal support for students with other special learning needs. Dormitory students are well-supported and cared for, with easy access to the campus and a dorm supervisor who can help with some academic support. Teachers are available after school, and there is a credit rescue program for struggling students, but no other formal academic supports.

Nursing services are provided during the school day and are available to dorm students. All staff and students undergo an annual health check. Nursing services are not available after school or on weekends, and coaches are responsible for first aid.

Personal counseling services are primarily the responsibility of classroom teachers, who do not have any formal training, and a member of the office staff who has greater experience but no formal qualification. Students may be referred for professional services. CIS has identified a need to improve its counseling offerings.

College counseling is primarily the responsibility of one teacher, who receives designated counseling work time. Beginning in eleventh grade, students begin researching colleges in homeroom. Parents and students suggested starting the research earlier and providing clearer information about university entrance requirements and procedures in different countries.

CIS strongly encourages peer support, both through peer assessment strategies in the classroom and a Mentor Program that connects students across the divisions.

High school co-curricular programs include art classes, student clubs once per week, and sports including volleyball, basketball, and futsal. Students report satisfaction with the offerings. The student council organizes dances and supports events like the Christmas Fiesta and alumni barbecue. The main service activity in the high school is the Habitat for Humanity trip. Other limited opportunities are organized at the homeroom level. Students and parents would like more school-organized opportunities to help students reach the 40-hour graduation requirement.

The elementary school offers a variety of co-curricular programs four days a week at the end of the school day. Parents and students report high satisfaction with the offerings. Columbia Cares provides students with service and community enrichment activities, and offers a path to fundraising for the school's culminating Habitat for Humanity trip.

Areas of Strength:

1. CIS has a well-developed ESL program that allows students to progress at their own pace, with the goal of passing the Ontario Secondary School Literacy Test. The ESL reading program is consistent through the Elementary, Junior High, and Senior High divisions.
2. CIS has a well-qualified, communicative, and caring nursing and dormitory staff.
3. For a relatively small school, CIS offers a variety of co-curricular club activities in all divisions and has an active sports program. Satisfaction in activities is high among students and parents.
4. CIS provides opportunities for students to support each other's growth through the Mentor Program and Reading Buddies.

Areas of Growth:

1. The school should consider providing personal counseling PD to its front-line counselors: the homeroom teachers. The school should consider the possibility of hiring a full-time personal and college counselor, and should revisit its procedures for assisting students and finding them professional services if needed.
2. The college counseling staff should communicate with parents to assess their needs regarding university entrance requirements in various countries and a change to the college advising timeline (to start at an earlier grade).
3. The secondary faculty should identify additional service opportunities for students to meet their 40-hour requirement, perhaps by expanding service learning in the homeroom context. It is perhaps too high an expectation that most individual high school students could search for, identify, and arrange their own service experiences. Consider inviting a service coordinator from one of the big international schools to lead a full-staff PD on effective service learning.
4. The faculty should develop a system of proactive academic intervention in addition to the credit rescue program that is available to all students and to which students may be specifically referred.
5. Co-curricular advisors should explicitly link their activities to the curricular standards or the ESLRs.

3D. School Culture and Environment

D1. School Environment and Child Protection Criterion.

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Caring, Concern, High Expectations. CIS demonstrates caring in a variety of ways. Elementary students learn to talk about the Pillars of Character, which are attributes of good citizens of the school and community. Students reflect on their actions to see if they are progressing. The elementary school takes a number of steps, including monthly assemblies, to recognize students who have shown good character. The elementary and junior high teachers communicate with students and their families via Class Dojo and Edmodo. On the ES parent survey, all respondents agreed or strongly agreed that CIS is a safe and comfortable environment for their child to learn, join activities and make friends. Student surveys indicate that students feel safe and comfortable at school; that there is adequate support; that they feel cared for at a personal level; and that they feel accepted by students and teachers as individuals. Students appreciate the mentor program as a way to build strong relationships across age levels.

To promote high expectations, CIS arranged a Visible Learning workshop with John Hattie. Most of the teachers attended. All classes use Learning Goals and Success Criteria. Students track them in some classes and comment that it has helped them clarify their learning. Students are introduced to Learning Skills and Habits (Responsibility, Collaboration, Initiative, Self-Regulation, Organization, Independent Work) and regularly reflect on their own development with the teacher. The Spelling Bee, scholarships and the Honor Roll recognize high achievement and provide motivation for students to reach their highest potential.

Student Self-Esteem. CIS has methods to motivate and recognize students for academic success. Each term the school awards scholarships and recognition awards for high-achieving students during assemblies and places a poster at the entrance that lists the Honor Roll. At the graduation ceremony, the school confers scholarships and academic awards. In the Elementary division, students are recognized for their contribution to the school and classroom communities. Students participate in a yearly Spelling Bee. Elementary students who excel in the Pillars of Character are recognized in assemblies and pictures. CIS recognizes sports participation in ISTAA through the school blog and during assemblies. On the student survey, 87% of students in the junior and senior divisions said teachers usually or always expect them to do their best.

Collaborative Culture of Mutual Respect, Inquiry, and Communication. The VC saw a collaborative culture of mutual respect, inquiry, and effective communication between faculty, parents and students. The staff are connected through Google Chat and Hangouts. Each division holds monthly staff meetings. Teachers work together well but see a need for more time to collaborate in academic planning. In surveys and meetings, parents and students expressed strong approval of the school culture.

Teacher Support and Encouragement. The school leadership provides support and

encouragement for teachers to use innovative approaches to enhance student learning.

CIS supports faculty in attending various types of PD including EARCOS conferences and the 2-day Visible Learning workshop for the whole faculty in 2016. CIS covers 50% tuition for faculty educational opportunities including Additional Qualifications and advanced degrees. In meetings and interviews, teachers said they feel encouraged to engage in professional learning.

Safe, Clean, and Orderly Environment. The school holds annual drills for fire, suspicious persons, and earthquakes. The local fire and police departments inspect the school. The school checks fire alarms and air quality twice a year. CIS provides CPR training for all teachers and staff members. At the time of the self-study, 100% of the staff and faculty were certified in CPR.

Parent surveys show strong agreement that CIS is safe and comfortable, that school rules are effective and fair, and that the school encourages students to follow rules and manners. The results from the Student Survey show that the majority of the student body feels safe and comfortable at CIS. Most parents feel the facilities are clean and well maintained.

CIS limits internet access for students by using Fortiguard, a web-filtering program, and by having different wifi networks for teachers, staff, students and guests. In some cases students are given private discussions to inform them of Internet dangers such as bullying. The VC found no evidence of a schoolwide approach or policies to internet safety instruction. Teachers and students said that internet bullying has not been a problem.

Child Protection. In 2018-19 eight staff members attended a variety of child protection PD sessions covering child abuse prevention, child protection, sexual exploitation, and sex education. CIS is currently developing child protection policies, practices, and training programs for all students and during excursions, trips, and exchanges. The school has not yet developed a system for reporting suspected or disclosed maltreatment or abuse or adopted formal policies identifying actions to be taken, including informing appropriate authorities. An unwritten procedure exists, but most of the staff are unaware of it. The current procedure is (a) report to Principal; (b) if necessary, contact parents, child consultation center, or police; (c) parents interview. According to the self-study, the staff is not informed of expectations and requirements regarding child abuse in Japan.

D2. Parent/Community Involvement Criterion. The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Regular Parent Involvement. PTSA members are invited to meetings to plan the calendar and events. They are especially involved in the Winter Fiesta, which features bazaars and student performances. The VC spoke with the current and previous PTSA presidents, who said the PTSA is normally very active but they have cancelled all events this year due to the pandemic.

Use of Community Resources. CIS uses community resources during PTSA events, field trips, emergency drills, and guest speakers. Recent field trips have included museums, cultural centers and the diet building. Elementary students take an annual hiking trip, and elementary and junior

high students take an annual ski trip. The school currently does not have any agreements or partnerships in place with professional services in the community, but these services are available on parents' request.

Parent/Community and Student Achievement. The school informs parents with homework journals, online blogs, and other digital resources such as Class Dojo and Edmodo. The school employs staff members fluent in the three main languages represented at the school (English, Japanese, Chinese). In the elementary division, Class Dojo and Edmodo have increased parent involvement with the school. Parent-teacher interviews are scheduled three times a year; parents are required to attend (elementary) and strongly recommended to (junior/senior). Parents unable to attend can request phone or online interviews. According to the survey, parents feel well informed through the conferences and report cards. All correspondence with parents is done in both English and Japanese. Chinese translation is available upon request. Parents have opportunities to learn about achievement of standards in presentations by the Principal, Head Teacher, and teachers. Of the 80 parents who responded to the survey, 54 agreed or strongly agreed with the statement "I am aware of the school improvement process (WASC)."

School Culture and Environment: Summary, Strengths, and Growth Needs

The CIS faculty and leadership provide an environment of caring, concern, and high expectations for a diverse student body who feel safe and well-supported. Programs such as the Pillars of Character (elementary) and the 7-12 community activity encourage good citizenship. Learning Goals and Success Criteria support high expectations. CIS takes steps to honor achievement and character. CIS is in the early stages of developing a comprehensive child protection policy and recognizes it as an important area of need. CIS uses online platforms, newsletters, teacher conferences and other means to keep parents informed of their children's progress and school news and events. An active PTSA encourages parent involvement in the school.

Category D: School Culture and Environment: Areas of Strength:

Areas of Strength:

1. CIS faculty and leadership demonstrate caring, concern, and high expectations for students in an environment that honors individual and cultural differences.
2. CIS has built a collaborative culture of mutual respect, inquiry, and effective communication between faculty, parents and students.
3. CIS prioritizes creating an environment that fosters student self-esteem through character education, high expectations, and recognition of student success.
4. CIS students across all divisions feel safe, supported, cared for and accepted by students and teachers.
5. CIS has an active PTSA which encourages parent participation in community-building events.

6. CIS students maintain positive mentoring relationships across grade levels and a culture of caring and concern.

Category D: School Culture and Environment: Areas of Growth:

1. The leadership and faculty with input from all stakeholders should develop and adopt a comprehensive child protection policy that includes a code of conduct for appropriate behavior of adults toward children and children towards other children, reporting procedures, and mandatory faculty/staff training programs to ensure the safety of students at all times.

Chapter IV: Category F. Boarding program

F1. School Boarding Program Criterion

CIS offers a safe and comfortable dormitory living experience. The dormitory was built in March 2000 and is an eight-minute walk from the campus. The three-story building can accommodate up to 26 students, with the staff on the first floor, girls and the second, and boys on the third. The dorm has no common area. The rooms are fairly spacious. Fees are consistent with those at similar schools in Japan. Reduced fees are offered for students who live in the dorm for only one or two of the three yearly terms.

In April 2020 the dorm was vacated for the COVID-19 lockdown. Overseas students returned to their home countries. In June the school reopened with two boarders. When the school reopened in September, the numbers remained small, due to concerns about the pandemic. At the time of the accreditation visit, there were two girls and one boy. CIS is awaiting word on several students who still may enter the dorm. Each room normally houses two students, but the walls were closed during the COVID-19 lockdown. With so few students in the dorm, the walls have been taken down to promote social contact.

The purpose of the dorm is to provide a safe living facility. It does not contradict the school's purpose or program, and it supports it in promoting social growth and awareness of different cultures. It does not otherwise promote the academic program. The dorm holds a study hall for one hour each night. Quiet hours start at 10 p.m. The only academic help provided in the dorm is the Dorm Supervisor's occasional assistance with the English language. She also helps students who take the after-school Japanese class.

The CIS boarding program has a written Dorm Citizenship Guide. It includes rules and procedures for curfew, attendance, visitors, overnight stays outside the dorm, safety, etc. Students receive the Guide on their first day. The Dorm Supervisor, who is in her first year on the job, was unaware who produces the guide or whether there are procedures for review and revisions. Supervision of the boarding program is the responsibility of the Principal and Office Manager. There are no written policies and procedures specifically for the dorm staff.

The Dorm Supervisor said the school leadership, students and parents support the work of the boarding staff. The office staff is responsive to their request. Custodial work is done on a regular basis, and the maintenance staff comes when necessary.

The dorm staff told the VC that the school had made a separate manual with health and safety procedures for COVID-19. Students who are sick or injured go to the Dorm Supervisor, who informs the school. The nurse takes them to the school doctor. In the case of an emergency, the Dorm Supervisor informs the school and the nurse takes the patient to the doctor. If the office staff cannot respond quickly, the Dorm Supervisor calls parents.

The boarding staff team consists of three people. The Dormitory Supervisor is contracted from a dorm management company that ensures that she meets all professional, health and safety standards for the position. The Dorm Supervisor is hired by the school. Both the Dormitory

Supervisor and the Dorm Mom live in the dorm. They work together to ensure the safety and personal physical and mental health of each student. The full-time school nurse supports the Dorm Supervisor. The Nurse checks on student health conditions and accompanies students to the local health clinic when necessary. The Dorm Mom is responsible for cooking student meals, managing linen service, and ensuring the cleanliness of the dorm facilities. The VC interviewed the Dorm Supervisor and Nurse. The VC member who was on site visited the dorm.

The Dorm Supervisor speaks English, Chinese, and Japanese. She is responsible for ensuring that all students are aware of the rules, guidelines and expectations and that they maintain a positive and supportive living environment. She helps students with their personal and social needs and provides emotional support through counseling. She facilitates communication with the school and teachers about the boarders.

The boarding program staff communicates regularly with parents/guardians to support the boarders. They ensure that all parties are aware of the rules, guidelines and responsibilities associated with boarding students. Most communication with parents is through email.

Boarding students use the dorm cafeteria. The Dorm Mom prepares breakfast and dinner. She adjusts the menu to meet specific health needs.

The Dorm Supervisor organizes events based on students' interests such as movie nights, dinner parties, day trips to downtown Tokyo and amusement parks. With such a small group of students (two girls and one boy, in three different grades, from three countries, with three native languages, and three different schedules), helping the students to socialize has been a challenge. The staff has organized some social events, but they tend to stay to themselves.

There are no formal procedures for evaluation of the residential program and facilities. However, the Resident Manager said the Principal checks with her often. However, the dorm staff communicates well with the Leadership and office staff. They respond promptly to maintenance needs. Students bring concerns and suggestions to the Dorm Supervisor.

Areas of Strength for Boarding Program Category:

1. The boarding program helps residential students learn to become independent, responsible, and considerate of others.

Areas of Growth for Boarding Program Category:

No recommendations.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength:

1. The CIS faculty and leadership demonstrate caring, concern, and high expectations for students in an environment where individual and cultural differences are honored, and where students across all divisions feel safe, supported, cared for and accepted by their peers and their teachers.
2. CIS has built a collaborative culture of mutual respect, inquiry, and effective communication between faculty, parents and students, in which student self-esteem is fostered through character education, high expectations, and recognition of student success.
3. The governance and leadership collaborate effectively in the best interests of the school and maintain appropriate professional distinction of roles and responsibilities. The leadership is highly responsive to the needs of the school community.
4. The well-qualified CIS faculty is proactive in developing and refining their practices to promote school improvement, and dedicated to student and collegial needs, offering individualized classroom attention. Through their student interview system in the Junior and Senior High and conferencing in the Elementary, they have proactively addressed a self-identified need to improve communication and comfortable, safe student-teacher relationships.
5. CIS teachers have developed high-quality Learning Goals and Success Criteria (sometimes with student input) and communicate them very well to students. Students know from the beginning of a unit what is expected of them, and how they can demonstrate achievement of the standards.
6. CIS has a well-developed ESL program that allows students to progress at their own pace, with the goal of passing the Ontario Secondary School Literacy Test. The ESL reading program is consistent through the Elementary, Junior High, and Senior High divisions.
7. CIS effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Schoolwide Critical Areas for Follow-up:

1. Leadership and faculty should prioritize schoolwide improvement processes driven by systematic collection and analysis of data by all appropriate stakeholders in order to effectively guide the work of the school and provide accountability and monitoring of the schoolwide action plan. The school should seek objective standardized measures, in the vein of the MAP and PSAT assessments, to measure the effectiveness of the CIS program. Leadership should work with the faculty to use these measures to inform a regular review of the curriculum and other school programs that involves all relevant staff.

2. Leadership and faculty should develop processes to regularly review and update written policies, charts, and handbooks that define professional roles and responsibilities for governance, leadership and faculty, operational practices, decision-making processes, and professional growth plans with evaluation procedures.
3. Leadership and faculty should implement a cohesive framework and process for consistent curricular planning throughout the subjects and school divisions, providing dedicated time for professional collaboration. This process should generate documentation of the way Ontario standards and practices are translated to the context of CIS.
4. The leadership and faculty with input from all stakeholders should develop and adopt a comprehensive child protection policy that includes a code of conduct for appropriate behavior of adults toward children and children toward other children, reporting procedures, and mandatory faculty/staff training programs to ensure the safety of students at all times.
5. The faculty and leadership should develop a curriculum review cycle that considers how to expand or modify CIS's course offerings to align with changing student needs, with particular needs recognized preparing students for science-related fields such as medicine and technology. At present the school encourages students to take supplementary courses through an online provider, but students and parents have expressed a strong desire for additional on-site course offerings.
6. The school should consider providing personal counseling PD to its front-line counselors: the homeroom teachers. The school should consider the possibility of hiring a full-time personal and college counselor, and should revisit its procedures for assisting students and finding them professional services if needed.
7. Leadership and governance should strive to clarify the role of the governing authority to all stakeholders and provide a more transparent budgeting process.

Chapter V: Ongoing School Improvement (1–2 pages)

The self-study identifies three major areas of student learning needs. The first is establishing a more formal relationship among the three divisions, especially between elementary and junior and senior high school. Informal discussion has always taken place, but there has been no formal or organized effort to align learning and personal growth goals between the divisions. This is the first time CIS has included the elementary division in the WASC accreditation process. Second, the elementary division plans to begin collecting data to inform decisions and establish a link with the upper divisions. This data could come from individual learner profiles and other sources. Finally, the school needs a child protection policy that states practices, provides training, and includes ongoing evaluation. The school has begun the process by creating opportunities for staff development and exploring the options available and the relevant Japanese legal requirements.

The VC feels that the three areas, especially the child protection policy, appropriately address student needs. In addition, the VC has identified other areas involving curriculum, data, school improvement process, written policies, counseling services, and governance.

Opportunities for the VC to discuss the action plan and major growth areas were limited mainly to the Leadership Team, but they endorsed the action plan and growth areas. The school must align the two lists and define the plan in more detail, especially in the timeline, resources, and means of assessment. The governance is committed to ongoing school improvement, but their planning and budgeting processes are unclear.

Summary of the schoolwide action plan.

From discussion with the Leadership Team and the staff, the visiting committee learned that the administration derived the action plan from the work of the focus groups. The action plan has six goals:

AP1: The school further develops a Child Protection Policy that will provide our school body with practices and training for staff, teachers, and school community members on child abuse and how to evaluate our policy and its effectiveness.

AP2: A comprehensive cohesiveness for curriculum planning among divisions and through subjects.

AP3: Student assessment in more subject areas over time to prioritize learning outcomes which would be available to teachers to aid in future lesson planning.

AP4: Create individual student portfolios from K-12 that are cohesively accessible by all teachers and administrative staff.

AP5: Systematic and regular review of data to assess impact to learning guide future instruction and programs.

AP6: Review marketing strategies to promote the school and enrollment.