COLUMBIA INTERNATIONAL SCHOOL OF JAPAN

2020
SELF-STUDY REPORT

153 Matsugo, Tokorozawa

Saitama, 359-0027

Japan

Visiting Committee: February 25-28, 2020

Committee Chair: Michael LaGory

ACS WASC Focus on Learning Accreditation Manual

2017 International Edition

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Preface

Columbia International School of Japan continues to be committed to a process that is self-reflective, transparent and collaborative which servers the purpose of improving the educational experiences and learning outcomes of all students. The Self-study process is one in which all stakeholders participate and have a voice in the growth of the school. Upon completion of the 2014 Self-Study Report and inspection, the Principal and coordinator's council has monitored the progress of the critical areas and directed initiatives to address these areas. In 2017 after the mid-term report a five member teacher committee was formed as a focus group to oversee the process of current and future data collection. They were given leadership roles in the five WASC category areas and were to monitor the assembly of information for the report. Also, members of the student council and PTSA (Parent Teacher Student Association) began to be involved in the process of looking at the data and identifying our strengths and challenges. All stakeholders in one capacity or another have contributed to the process of self-reflection and collaboration which has led to the final product of this Self-study journey.

Governing Authority

Hiroshi Tanaka – Proprietor and Executive Director (Board)

Leadership Group

Motohiro Tanaka – Director

Barrie McCliggott – Principal

Robert Skinner – Head Teacher

Darcy Fleming - Guidance

Jacob Hall - Junior Division

Peter Denard - Elementary Division

Office

Tetsuya Morimata – Office Manager

Self-Study Key Members

Mr. Skinner – WASC Self-Study Coordinator

Mr. Lucier – Category A Leader

Mr. Denard – Category B Leader

Mr. Hall – Category C Leader

Mr. Fleming – Category D Leader

Ms. Fleming – PTSA

Ms. Miyoshi – PTSA

Leo Tanaka – Student Council Member

Chapter I: Progress Report

School-wide Action Plan

1. Expected School wide Learning Results: Align with courses, expectations, and programs; be transparent with measurement and results of measurement.

The ESLR's were revised in 2017 in an attempt to align more effectively with the Ontario curriculum to be able to measure them. However, through subsequent observations by the leadership it has been determined that it is not as efficient as hoped in that it would create more work for the teaching staff when there could be a more meaningful approach to this goal. The school believes it would be prudent to once again visit the ESRL's and more explicitly word them so that they reflect the Ministry of Ontario's evaluation categories.

2. Data: Collect and implement a systematic process of consistent use to drive decision making. *(Critical Area: The administration expand on current data practices to include additional, purposeful data creating a process using consistent data to drive instruction)*

The school has continued to systematically collect data to better reflect on its programs and services. Course surveys are given per term for every course offered. Thirteen questions allow students to give teachers feedback on a variety of topics including many that reflect the teaching competencies of visible learning (John Hattie).   Achievement data is also collected per term by the school's Trevlac database system. Annually in the spring, student and parent perception surveys provide a reflection of the school's wider reaching programs and school life in general. The English program in 2018 adopted an annual achievement data process but still continues the collect the same type of data.

3. Data: Develop a systematic process for including all stakeholders in data discussions as part of the school culture.

Through the WASC self-study process, staff, administration, students and parents play a role in reviewing and discussing the school's progress and challenges through committees, focus groups and professional development days. Professional development days are scheduled per term and other meetings for other stakeholders are scheduled on a needs-basis according to the progress of the self-study.

4. English as a Second Language Program: Investigate efficacy of ESL support relative to additional programs and ESL focused training for staff supporting language development of ELLs. *(Critical Area: The administration and teachers develop on-going remedial programs during regular school or remedial summer school to improve student learning and increase educational offerings).*

The Ontario Secondary School Literacy Test - OSSLT - (an annual test administered by the Education Quality and Accountability Office of Ontario) remedial class was instituted in 2017 for those students who did not pass the OSSLT in their initial attempt. Approximately 10-12 lessons are offered to supplement regular instruction to focus on specific items on the test and related strategies. Also, the mentor program continues to offer support to students in all subject areas in a peer-to-peer context. In the elementary division teaching assistants are assigned in the primary years and there is a designated language support teacher for the other grades.

5. Technology and on-line resources: funding and implementation. *(Critical Area: The governing body invest in newer technologies and resources to enhance student skills in the use of the technologies in their presentations and productions).*

In 2018, the school 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. In terms of hardware, the school has purchased 53 laptops for elementary, several projectors and portable speakers for junior classrooms.

6. Non-digital classroom resources: relevancy, quality & replacement when necessary.

With the ever-increasing use of digital resources the school has not found many areas needing non-digital acquisitions or upgrades. However, the school continues to replace the Bookworms series readers as they are used over time and there has also been a purchase of math and science textbooks. Elementary non-digital resources are reviewed for relevancy and renewed annually.

7. Social development of Junior High School students: implement programs or initiatives to facilitate their growth.

The elementary Pillars of Character program has been introduced into junior high school. The school recognized that students still needed more development in this area in grade 7 and 8, and as it was a continuation of a program introduced in elementary, the majority of the students (coming from the elementary program) could further develop character skills. Any new students joining the program could benefit from the guidance of students with experience. A project

period is another initiative taken to allow teachers to explore different ways in engaging students in a variety of activities which can encourage social development. For example, preparation for school events has been augmented by the project period. Also, new students entering grade 7 are given an orientation as a way to help them settle into life in junior high.

Schoolwide Critical Areas for Follow Up

The Visiting Committee concurs with these of the school's identified schoolwide critical areas for follow up which are addressed in the schoolwide action plan:

1. The school community develop a formal strategic vision for the future to guide long-range planning.

The school has added the elementary division to its self-study process and in doing so has created a community more inclusive and reflective of the entire school's drive to move forward in a more long-range attempt to identify whole-school goals and the directions we would like to move in as a community. The school can now focus on programs and services that reach across the school perspective with more focus on how things are interconnected and impact student learning and development on a range of goals and issues for future growth and meaningful experiences.

2. The school leadership develop a formalized personal counseling service providing personal and career/educational support. This would increase counseling services and provide clearer paths for students to access those services.

Teacher-Adviser Program

To meet the academic and personal health and development needs of our students Columbia uses a distributed model of guidance support based on the Ontario Teacher Advisor program. It is felt that the shared responsibility provides more and diverse pathways for students to receive and/or seek support

Teacher-advisers are teachers who also act as advisers for students.

They have three main functions: to help students with their annual education plan, to keep track of students' academic and personal development on a regular basis, Teacher-advisers meet with students at regularly scheduled times, working with the same group of students for multiple years.

Throughout the year, students will meet with the teacher-adviser and take part in activities that will help them develop the skills and habits they need to succeed in school, including collaboration, good study habits, time and stress management skills, global and digital citizenship and goal-setting skills. The teacher-adviser will also help students work on their annual education plan

Teacher-advisers and guidance counsellors work together by keeping an eye on the overall progress of students. They are there to help each child achieve his or her goals. If a student needs additional help in a particular area and want to speak with a particular trusted adult a) the teacher advisor should assist the student connecting with the individual b) the teacher-adviser may refer that student to appropriate staff:

a)   Academic guidance: counsellors (D Fleming English or T. Morimata Japanese) University/College admissions, career.

b)   Health and stress: Students with health or stress related matters in need of further assistance should be referred to the school nurse.

c)   Deportment issues: should be referred to Elementary (Ms Osawa) or whole school to the school principal.

d)   Dorm issues: Dorm supervisor, office staff (Ms Muira)

e)   Outside referrals will be made on a case by case basis with parent and school consultation through the principal's office.

3. The school community 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.

The school continues to provide guidance to students registering for online courses offered by the Ministry of Education of Ontario to supplement the school's course offerings.

4. The administration implement a multi-year resource planning process coinciding with the school's focus on technology and visual learning to expand opportunities to learn.

The resourcing system used at the school (small school on demand approach) provides for a flexible, responsive, action oriented resource plan focused on meeting schoolwide student needs. The resourcing of annual education supplies is delegated to the discretion of the principal and systems are in place to facilitate teacher and classroom resource needs to support student success. With teacher input annual textbook, workbook and other classroom resources are pre-ordered through the Elementary office. The school is well resourced and all resource requests have been approved this fiscal year similar to past years including 53 computers for the elementary program, additional online resources, and wireless system upgrades. Columbia International School is annually inspected by the Ontario Canada, Ministry of Education to ensure that the school is resourced to ensure successful delivery of each courses and pathways for student success.

5. The administration strengthen organizational communication to ensure efficient and effective operations.

A major organizational development has been the implementation of the Google Suite platform. The school now boasts a tool for communicating and sharing information with the school community. Dedicated email addresses for staff, students and parents allow our community to come together at a hub where we can stay connected and collaborate in a convenient, efficient and timely manner. From communicating through a common platform, sharing documents and reducing paper waste, the school can better service its stakeholders.

6. The school community expand efforts teaching character development to sustain the positive learning climate appreciated by students.

The school makes a conscientious effort to develop character by providing opportunities and learning experiences and has expanded in two areas to date. The first is the expansion of the elementary Pillars of Character program into junior high school. The school recognized that students still needed more development in this area in grade 7 and 8, and as it was a continuation of a program introduced in elementary, the majority of the students (coming from the elementary program) could further develop character skills. Any new students joining the program could benefit from the guidance of students with experience. The second expansion is the introduction of what is called "Japanada Day". Originally an end-of-term summer party it is now a day celebrating the cultures of Japan and Canada. It is organized as a day of fun competitions with teams mixed with students from all grade levels as a way to build school community, participation, cooperation, team-building and an opportunity for older students to develop leadership and responsibility by assisting younger students.

7. The administration and teachers expand professional development about effective instructional strategies, such as visual learning, to implement practices informed by data.

In addition to continued support of teachers for their professional development through a generous budget and encouragement of self-directed learning and directed learning, especially in the area of child safety, in 2018, the school began to provide opportunities for teachers to attend the annual East Asia Regional Council of Schools annual teacher conference. In the past two years, six teachers have benefited from this addition to our teacher training portfolio.

Chapter II: Student/Community Profile and Supporting Data and Findings

DEMOGRAPHIC DATA

Community

The school is located on an acre and a half campus in the midst of suburban Tokyo. Tokorozawa, Saitama (population 342,939), is located in the west of Tokyo with convenient access to central Tokyo. The nearest station is Higashi-Tokorozawa on the JR Musashino-line (48 minutes from Tokyo station, 37 minutes from Shibuya station, 64 minutes from Yokohama).

The school is located in a mixed residential and business (mostly industrial) area. However, the school does not serve its immediate geographical location; students commute from outside areas, therefore, there is no relevant demographic data to identify certain student profiles at Columbia International School.

Parent/Community Organizations

The school is represented by an active Parent-Teacher-Staff-Association (PTSA) which has regular monthly meetings. The PTSA operates under an elected chairperson who cooperates with other volunteers to organize events, provide gifts for a variety of achievements and ceremonies and maintains an operational budget.

The mission of the PTSA is for the students' parents/guardians, the school's executive director, principal, and teaching and office staff to cooperate with each other to foster the well-being of the students at home, school, and in the community, making the most of Columbia International School's educational philosophy and international education, as well as to promote mutual amity among its members.

The PTSA shall conduct the following activities to realize its mission:

1. Seek to improve the life of the students through close contact between home and school.

2. Conduct activities aimed at improving the school's educational experience for the
   students.

3. Hold workshops, lectures, seminars, social events, etc.

The PTSA shall, as an educational organization, act according to the following policies:

1. The PTSA shall cooperate with other organizations and institutions that are active in areas related to the students' education and welfare.

2. The PTSA is a non-profit organization and shall not have connections with any specific race, nationality, religion or political party. However, funds may be raised to meet expenses and to support the well-being of the students.

3. The PTSA shall not be directly involved in the management of the school.

Some of the events related to the PTSA:

- Winter Fiesta
- Painting Project
- Graduations gifts
- Pottery
- Rakugo comedy
- Tea Ceremony
- Wadaiko drum

WASC Accreditation History

CIS received a one-year term of accreditation on our first WASC-Focus on Learning (FOL) Self-Study Visit in 2002. Subsequent visits in 2003 and 2004 each added one-year terms. The Three Year Visit in April, 2005 also granted an extension of another one-year term to their

accreditation status. In the Self-Study accreditation visit in 2008, Columbia received a Three-Year Term which was extended in the Mid-Term visit in 2011. CIS achieved a full Six-Year accreditation after the 2014 self-study. In 2020, the school will be including the Kinder/Elementary divisions for the first time in its self-study report.

School Purpose and ESLRs

 In 1988, CIS developed a written mission statement that reflects the beliefs and philosophy of the school. The purpose has been further supported by adopted ESLRs that are the basis of the educational program for every student. The ESLRs were revised in the fall of 2007 when a committee of four teachers was given the task to refine them so that they "reflect more accurately what the school is doing in terms of student learning." The teachers, student council, and the PTSA approved the ESLRs and the indicators of success. Subsequent meetings demonstrated that teachers, parents and students continue to support the school's purpose.

The ESLRs were revisited again in 2012 and slight modifications were made by the leadership team. However, they are still reflective of the original purpose and the outcomes we want our students to achieve.

Mission statement:

"Columbia International School 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."

Expected School-wide Learning Results:

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. (Academic Success) Students will grow academic and English language skills for post-secondary studies globally.

 4. (Global Citizen) Students will grow a global awareness and understanding of cultures other than their own.

Other Accreditation

Columbia International School is an overseas-inspected private school accredited by the Ontario Ministry of Education of Canada. The Ministry of Education in Ontario, Canada issues the Ontario Secondary School Diploma (OSSD) to graduating students. The OSSD is recognized and accepted throughout the world. In order to obtain this, each student must earn 30 course credits, 18 compulsories and 12 electives. (One credit represents satisfactory completion of the learning

expectations of a formal secondary course of study, requiring a minimum of 110 student-teacher contact hours.) Compulsories normally include English, Mathematics, Science, Geography, History Humanities, Arts, Health and Physical Education, Computers and Business studies: The 12 electives are usually chosen from a similar list. As part of the diploma requirements, students must complete a minimum of 40 hours of voluntary community involvement activities. These activities may be completed at any time during their years in the secondary school program. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Enrollment

Columbia International School admits students of any race, colour, and national and ethnic origin to all the rights privileges, programs, and activities generally accorded or made available to students at the school. The admission process is designed to allow applicants to enter at any grade and from any trimester. An examination and on campus interview for both students and parents are part of the admission process. Minimal competency in written and oral English is required for admission to the school, where all instruction is in English. The school actively recruits students from the Japanese public school system.

The school currently enrolls 210 students in grades 1 through 12. The present school campus has the capacity for approximately 300 students.

K-12 Student Nationalities

Legend: Other, Thai, Chinese (Mainland, Taiwan, HK), Japanese
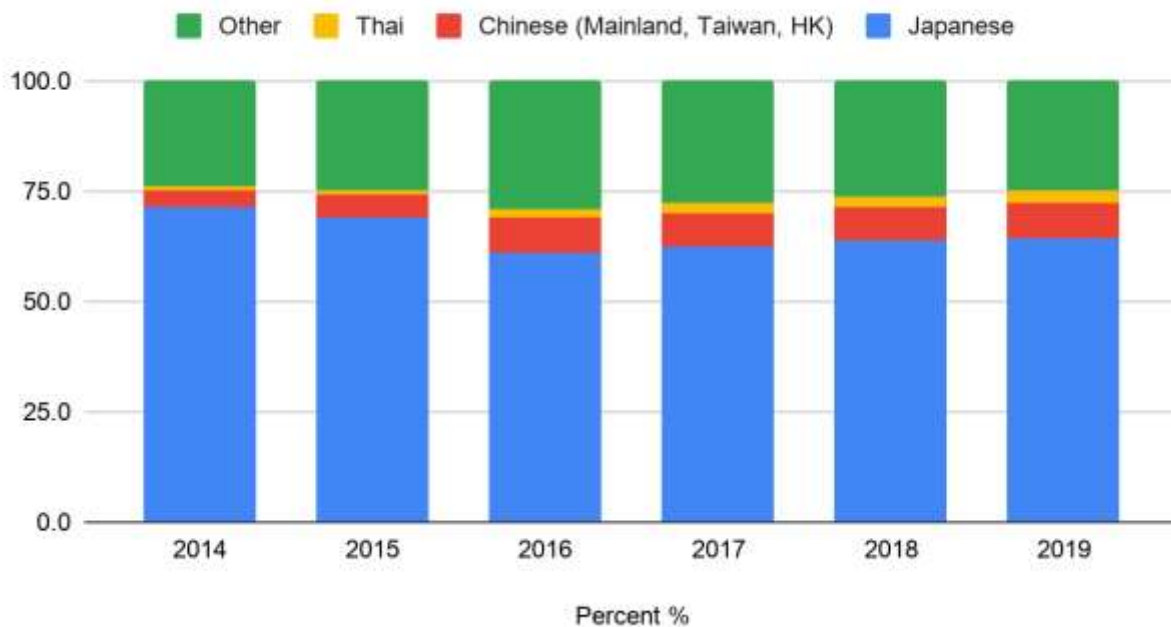
Attendance Policies

Regular attendance is an essential component of all courses at Columbia International School. As attendance at school is very important to student success, daily attendance is taken and recorded every morning.

Notice to Parents

If you know in advance that your child will be absent, late, or leave early from school please notify the school office and HR teacher by submitting an explanation note in advance. If no advanced notice can be given parent/guardian must contact the school office at (#04-2946-1911) by 9:00 a.m. (or before school bus leaves for school bus users). A parent's note must be submitted when the student arrives at school.

Absence Policy

If a student has had a long-term absence because of illness or injury, please provide a medical certificate when the student returns to school. An information letter is mailed to parents after four and eight absences.

Lateness Policy

When students arrive at school late they must sign in at the office before going up to their classroom. Some unavoidable lateness may be considered, each case on its own merit. Lateness caused by a travel disruption requires a delay certificate from the railway/bus station.

Early Leaving Policy

In case of emergency or sickness a student is permitted to leave early after contacting parents.

Parents/guardian are required to pick up their child at school. Student must stop by the office before leaving for a sign out slip which needs to be given to the school guard at a gate.

Safety Conditions and Plans

The school strives to continue its commitment to ensuring the safety of all individuals on campus. Due to the frequency of earthquakes and typhoons, and the ever present danger of fire, the school regularly holds emergency drills throughout the year in conjunction with the Tokorozawa City Fire Department. The students have had safety lectures on protecting themselves and escape strategies. The school maintains a separate storage container with emergency food and shelter supplies. In addition, students in grades 9-12 have had instruction on CPR and the use of defibrillation devices.

Facility Maintenance, Supervision, Classrooms and other Facilities

The school is built on an acre and a half of land that has two buildings and two playing fields with a capacity to educate 300 students. The main building (built in 1998) houses 10 regular 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 gymnasium, changing rooms, shower rooms, offices and a computer lab. Furthermore, Columbia has a one to one laptop computer system for all junior high school and high school students. Students are required to purchase laptop computers. A wireless LAN system is installed in the school, which allows all students unlimited access to the Internet from anywhere within the school property, using his/her own personal computer. A new building was completed in April, 2009 and houses the elementary school and includes 12 additional classrooms, a special purpose room, and a full size gymnasium.

Students from grade 7 can be housed in single-sex dormitories. The school owns the girl's dormitory, which is an 8-minute walk from school. The girl's dormitory has both double and single rooms. The dorm students are under the care of a dorm manager who resides in the dormitory and conform to contemporary standards of comfort and safety. Private dormitories provide the boy's dormitory service. We have fee based school bus system that runs between the school and the nearest station.

There is after-school teacher supervision of the campus until 5pm Monday to Friday. Teachers are required to ensure student safety, lights and temperature control devices are turned off and students are out of all classes. If students wish to stay longer they may do so in the cafeteria until 5:30pm.

The facilities are maintained daily by a team of four externally hired staff. There is a guard on duty at the front gate during campus hours.

Staff Development and Staff Data

In addition to each individual teacher's pursuit of professional learning, the school also provides a variety of on-site professional development opportunities.

Columbia International school promotes the ongoing development and improvement of all staff. The overall professional development process at Columbia is collaborative, cyclical or on-going, reflective and reciprocal and includes multiple means of identifying and collecting relevant information. The main purpose of the program is to improve student learning

The purpose of the program is to assist teachers to be reflective of their practice so that they can identify their strengths and weaknesses. These reflections would inform areas they might pursue for professional development. The role of the administrative group would be to act as both

formal and informal observers/consultants to guide teachers through the process and assist them to achieve their professional goals. Ultimately teachers measure their guided practice on the learning impact of ELLs or other areas of the school or programs. The process includes the following components:

- Student survey
- Walk-through/Anecdotal
- Impact sprints
- Peer observation
- Professional Development
- Professional Learning Implementation
- Self-evaluation
- Mentoring

The administrative team provides each teacher with narrative feedback on their professional development, school involvement, teaching and professionalism.

In addition to each individual teacher's pursuit of professional learning, the school also provides a variety of on-site professional development opportunities.

- Assessment in practice, Triangulation   Ministry (2 sessions)
- Google in the classroom ongoing
- Peer counselling (2 sessions)
- Physical Education in Elementary
- EARCOS leadership conferences
- EARCOS teachers' conferences
- JCIS session Business, Labour, Child safety
- Thinking by Design
- Child Safety sessions
- Columbia Teacher sessions featuring workshops presented by teachers on the impact sprints.

Faculty Profiles

Name	Professional Synopsis	Recent Professional Development Activities and Qualifications
Barrie McCliggott	Position: Principal Educational Background: B.A. Honours (University of Victoria); B. Ed. (University of Ottawa); M. Ed. (University of New England); OCT Home Town: Victoria, British	Ontario Overseas Schools Conference Annual EARCOS leadership conference 2019 EARCOS teachers conference

	Columbia, Canada E-mail: principal@columbia-ca.co.jp Teaching Country: Canada and Japan At Columbia since: 1995	Annual JCIS conference Corbis conference Queen's University workshops
Rob Skinner	Position: Head Teacher Subjects Taught: English and ESL Educational Background: B.A. (University of Ottawa); B. Ed., M. Ed. (Deakin University); OCT Hometown: Ottawa, Ontario, Canada Email: skinner@columbia-ca.co.jp Teaching Country: Australia and Japan At Columbia since: 2000	ESL AQ II & Specialist Annual EARCOS leadership conference Principal's Qualification Program
Darcy Fleming	Position: Guidance Coordinator Subject taught: History, Geography, Law, Economics Educational Background: B.A. (Brandon University); B. Ed. (Brandon University); OCT Home Town: Forrest, Manitoba, Canada E-mail: fleming@columbia-ca.co.jp Teaching Year: 14 years in Canada and Japan At Columbia since: 2002	ESL AQ Part I&II Guidance AQ Part I&II EARCOS leadership conference Design thinking workshops Child Safety Conference
Gerard Hagerty	Subject taught: English/ESL Educational Background: B.A. (Memorial University of Newfoundland); B. Ed. (Memorial University of Newfoundland); OCT Home Town: St. John's, Newfoundland and Labrador, Canada E-mail: hagerty@columbia-ca.co.jp Teaching Year: 17 years in Canada, Korea and Japan At Columbia since: 2005	ESL AQ II & Specialist
Jacob Hall	Subject taught: Social Studies, Geography, and Physical Education Educational Background: B.A. (Brandon University); B. Ed.	ESL AQ II & Specialist

	(Brandon University); OCT Home Town: Mission, British Columbia, Canada E-mail: hall@columbia-ca.co.jp Teaching Year: 12 years in Taiwan and Japan At Columbia since: 2003	
Leonne Hill	Subject taught: Art and Geography Educational Background: B.A. (Queensland University of Technology); G.D.S. Ed. (University of Southern Queensland) Home Town: Toowoomba, Queensland, Australia E-mail: hill@columbia-ca.co.jp Teaching Year: 16 years in Australia and Japan At Columbia since: 2008	
Janet Kondo	Subject taught: Math and Science Educational Background: BA (University of Waterloo); B. Ed (Trent University); OCT Home Town: Toronto, Ontario, Canada E-mail: kondo@columbia-ca.co.jp Teaching Country: Canada and Japan At Columbia since: 2008	B MYP Curriculum Processes (August 2019) IB MYP Teaching and Learning (March 2019) TIOM Technology Workshop (December 2018) AQ Teaching ELL Part II (Aug 2018) AQ Science and Technology 7 & 8 (2018) AQ Teaching ELL Part I (Aug 2017)
Daniella MacDonald	Subject taught:: Biology and Science Educational Background: B.Sc. Honours, B. Ed. (University of Toronto); OCT Home Town: Taipei, Taiwan E-mail: dmacdonald@columbia-ca.co.jp Teaching Year: 9 years in Canada, Korea, China, and Japan At Columbia since: 2007	

Sazi Mhlanga	Subject taught: Science, Math, Art Educational Background: B.Sc. (University of Zimbabwe); G.C. Ed. (University of Zimbabwe); M.A. (University at Buffalo, The State University of New York); MBA (Anaheim University) Home Town: Bulawayo, Zimbabwe E-mail: mhlanga@columbia-ca.co.jp Teaching Years: Over 22 years in Zimbabwe, Canada, Malaysia and Japan At Columbia since: 2011	University courses on differentiation, meaningful assessment, effective feedback.
Steven Twist	Subject taught:: Mathematics and ESL Educational Background: B.A. Honours, B. Ed. (University of Toronto); OCT Home Town: Toronto, Ontario, Canada E-mail: twist@columbia-ca.co.jp Teaching Year: 19 years in Canada and Japan At Columbia since: 2003	ESL AQ Part I TESL sponsored course Principal's Qualification Program Guidance AQ Part I
Roman Magnaye	Subject taught:: English and ESL Educational Background: B.A. (University of Manitoba), B. Ed. (University of Calgary); OCT Home Town: Toronto, Ontario, Canada E-mail: twist@columbia-ca.co.jp Teaching Year: 3 Canada and Japan At Columbia since: 2019	
Simon Bentz	Homeroom: Grade 4A Educational Background: B.A. (University of Victoria); B. Ed. (Charles Sturt University); OCT Home Town: Vancouver British Columbia E-mail: bentz@columbia-ca.co.jp Teaching Country: Canada, South	

	Korea and Japan At Columbia since: 2007	
Chris Lucier	Homeroom: Grade 5A Educational Background: B.A. Honours (University of Toronto); B. Ed. (University of Ontario Institute of Technology); OCT Hometown: Toronto, Ontario, Canada Email: lucier@columbia-ca.co.jp Teaching Country: Canada and Japan At Columbia Since: 2008	2019 EARCOS teachers conference Design thinking workshops
Peter Denard	Homeroom: Grade 6A Educational Background: B.A., B. Ed. (Queen's University); OCT Home Town: Kingston, Ontario, Canada E-mail: denard@columbia-ca.co.jp Teaching Country: Canada and Japan At Columbia since: 2005	2019 EARCOS teachers conference
Andrew Castro	Homeroom: Music & Elementary Support Educational Background: B.A. Music (University of Western Sidney) PGCEi Nottingham University. Home Town: Sidney, Austrailia E-mail: castro@columbia-ca.co.jp Teaching Country: Thailand, Vietnam, Japan At Columbia since: 2019	
David Berry	Homeroom: Grade 3A Educational Background: B.A. (Trinity Western University); B. Ed. (The University of Western Ontario); OCT Home Town: Sarnia, Ontario, Canada E-mail: berry@columbia-ca.co.jp Teaching Country: Canada and Japan At Columbia since: 2002	Child Safety Conference
David Soulliere	Homeroom: Grade 2A Educational Background: B.A. (University of Windsor); B.Ed.	

	(Lakehead University); OCT Home Town: Ontario, Canada E-mail: soulliere@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2014	
Michael Merritt	Homeroom: Grade 1 Educational Background: BSIT (University of Phoenix); M. Ed. (University of West Florida); Florida Professional Educators Certificate (Florida State) Home Town: Boulder Jct., Wisconsin, United States of America E-mail: merritt@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2012	
Yuki Osawa	Position: Elementary coordinator Subject Taught: Japanese Educational Background: B.A. (York University); B. Ed. (Tamagawa University) Home Town: Tokyo, Japan E-mail: osawa@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2002	
Naoko Abe	Subject Taught: Japanese Educational Background: B.Ec. Elementary Teaching License (Japan Women's University) Home Town: Yamagata, Japan E-mail: abe@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2015	
Asami Suzuki	Subject Taught: Japanese Educational Background: B.A. Ed., Japanese Teaching License G1-12(Tokyo Gakugei University) Home Town: Saitama City, Japan E-mail: suzuki@columbia-ca.co.jp	

	Teaching Country: Japan At Columbia since: 2015	
Aya Fujita	Subject Taught: Japanese Educational Background: B.A. Junior High and High School Teaching License (Tsurumi University) Home Town: Saitama, Japan E-mail: fujita@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2018	
Sara Mccague	Education Background: B.A (University of Toronto); B.Ed. (Queen's University); OCT Home Town: Mississauga, Ontario, Canada E-mail: mccague@columbia-ca.co.jp Teaching Country: China and Japan At Columbia since: 2018	
Ryoko Merritt	Homeroom: Teacher Assistant Educational Background: NCMA Childminding license. Certificate of Education (Sheffield College, England), Completed the 420 hour advanced skills of teaching Japanese language course, Arc Academy, Tokyo, Japan. Home Town: Tokorozawa, Japan E-mail: rmerritt@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2012	
Satoko Yoshikane	Homeroom: Teacher Assistant Educational Background: BFA (Ohio University), MFA (The City University of New York) Home Town: Tokyo, Japan E-mail: yoshikane@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2017	

Sakiko Okamoto	Subject Taught: Japanese Educational Background: B.A. (Sophia University) Home Town: Alliston, Ontario, Canada/Saitama, Japan E-mail: okamoto@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2018	
Yukino Gomi	Subject Taught: Japanese Educational Background: B.A. MA (Tokyo Women's Christian University) Home Town: Hachioji, Japan E-mail: gomi@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2019	
Satoko (sonia) Harnett	Subject Taught: Teaching Aid Educational Background: B.A. MA. Art and design media (Joshibi college and Coventry University) Home Town: Saitama, Japan E-mail: gomi@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2019	
Rie Suzuki	Subject Taught: Teachers Aid Educational Background: B.A. Home Town: Suginami-kui, Japan E-mail: rsuzuki@columbia-ca.co.jp Teaching Country: Japan At Columbia since: 2019	
Kozue Arakawa	Subject Taught: Japanese Educational Background: Home Town: Fujimino, Japan Teaching Country: Japan At Columbia since: 2019	

Student Extra-curricular activities

Columbia offers students a variety of extra-curricular activities in addition to PTSA sponsored events. On Wednesday afternoons the timetable is blocked off from 1:30pm to 3pm for mandatory club activities. Students may select a club at the beginning of the spring term in April and request to change clubs if they want at the beginning of January. Current clubs offered on Wednesdays are music, sports, art, year-book, photography, and manga. Participation in clubs is mandatory as they are part of official contact hours stipulated by the Ontario Ministry of Education so regular attendance is taken.

The school is also a member of the International Schools of Tokyo Athletics Association (ISTAA). The association organizes a variety of leagues and tournaments; CIS organizes boys and girls' volleyball, basketball and futsal teams. Participation is voluntary and practices and games are held after school or on weekends. Teachers volunteer to coach these teams and supervise them on off-campus events.

The school organizes an annual Guidance Overseas Trip where students are taken to Canadian campuses to experience lectures and what it might be like to live there.

Also, for the past ten years students have been given the opportunity to participate in the Habitat for Humanity program. Habitat for Humanity works in partnership with the people of more than 100 countries and communities worldwide, regardless of race, religion or nationality, to support the advancement of society through the construction and renovation of safe, secure homes. It is our vision that, through building alongside one another, we can also build a spirit of mutual support and cooperation that will enrich the lives of our partner families and humanity as a whole. Over 100 Columbia International School students, teachers and parents have participated in the Global Village (GV) Program, volunteering at least 40 hours of their time, at their own expense and supported by school wide fund raising activities associated with our community chest program, dress down days and other activities. We have had incredibly successful trips to such places as Mongolia, Cambodia, Thailand, China, Indonesia and Sri Lanka and when students returned they visited each class to share their learning and experiences gained through the Habitat for Humanity journey.

The PTSA is also active in providing experiences for the students. In recent years they have brought in an artist for a group painting project, Taiko drummers, pottery and a traditional rakugo comedian.

On the last day of the term before the summer holidays 2019, the school organized the first ever "Japanada" event which saw for the first time students from all divisions come together in teams to compete in several activities, eat traditional Canadian food and enjoy the performance of a traditional Japanese drum group.

Annually Halloween and Christmas Fiesta events are held with students and the school community participating in a variety of organized activities.

Disaggregated and interpreted student outcome data

Senior and Junior

CIS uses the Ontario curriculum, which is rigorous academically and includes the Ontario Achievement Chart; the school actively requires focused literacy content in all courses at the secondary level (based on Ontario's Think Literacy Program). The Ontario curriculum and graduation requirements are rigorous. Some teachers use course profiles developed by Ontario and sanctioned by the Provincial government while others develop their own in accordance to Ministry guidelines. Teachers maintain files of student work samples to demonstrate learning. Students are given the opportunity to meet the requirements on the standardized Ontario Achievement Chart. The school updates courses of study when new curriculum is mandated by the Ontario Ministry of Education. Course outlines are revised each time a course is taught. Most students generally take the same course progression. When students do not take the same course progression the alternative courses are equally challenging. Students and parents are made aware of graduation requirements.

Student achievement at Columbia is measured in a variety of ways. Each course requires grades to be calculated at 70% Formative and 30% Summative. The 70% comprises ongoing assessments for learning and the 30% is a culminating activity near the end of term as an assessment of learning. Assessments are varied and reflect opportunities to show learning through tests, quizzes, projects, assignments, demonstrations, performances, group work etc. These assessments are also reflected in the learning strands for each course. Although courses have different emphases, learners are assessed in the categories of Knowledge and Understanding, Thinking, Communication and Application. In 2010 the Language Department piloted a Common Assessment which was shortly thereafter gradually implemented into the core and ESL streams until full integration was completed in 2012. These assessments reflect the core standards of the language program from grades 7-10 and are intended as achievement benchmarks and sources of data to inform program strengths and weaknesses and teacher instruction. Students are also assessed on their learning skills in six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Achievement in these categories is reflected by letter grades on the report card.

Kindergarten

Columbia International School is proud to offer an English-based kindergarten program that establishes a strong foundation for learning in the early years for students four and five years old. At Columbia International School, each child is entering an environment that values the uniqueness of each child and the diversity of all its learners. In a safe and caring learning environment teachers work to promote the physical, social, emotional, and cognitive development of every child to ensure he or she is successful at school. Cradled in the "whole child" philosophy our kindergarten offers a healthy and safe learning environment where each child while actively engaged in their own learning process, is supported and challenged to reach their highest potential. Caring and experienced teachers provide opportunities for growth in six major areas: Personal and Social Development, Language, Mathematics, Science and technology, Health and Physical Activity, and the Arts.

Elementary

Columbia International School's elementary program incorporates a positive whole child approach that recognizes the need for each child to be healthy, safe, engaged, supported, and challenged.

The small class size and the collaborative nature of discovery learning methodologies allows for the physical, social, emotional and academic development of each individual student. The student centered approach means purposeful and challenging experiences are designed around ideas, concepts and themes that are meaningful to students. Caring and highly qualified teachers use the latest strategies to support each student's language development in our literacy rich classrooms. In this way each child develops fluency in both English and Japanese.

Columbia also provides students many opportunities to get involved in school life through clubs, social and cultural events, community events and extracurricular activities. I urge you to take full advantage of the many wonderful opportunities, experiences and advice that will be available to you at Columbia.

Achievement Data in core subject areas Grade 12

The data represents an overall achievement picture for each of English, Mathematics, Social Studies, Science, Art and Physical Education for Grade 12 cohorts from 2015-2018. The scores are represented by the levels in the Ontario Achievement Chart and identified by percentages of students achieving the Ontario benchmark Level 3 or higher and students performing at Levels 2, 1 and not meeting expectations shown as <Level 1.

Level 4- 80 – 100%

Level 3- 70 – 79%

Level 2- 60 – 69%

Level 1- 50 – 59%

<Level 1- ~49%

Grade 12 Core Subject Achievement Data
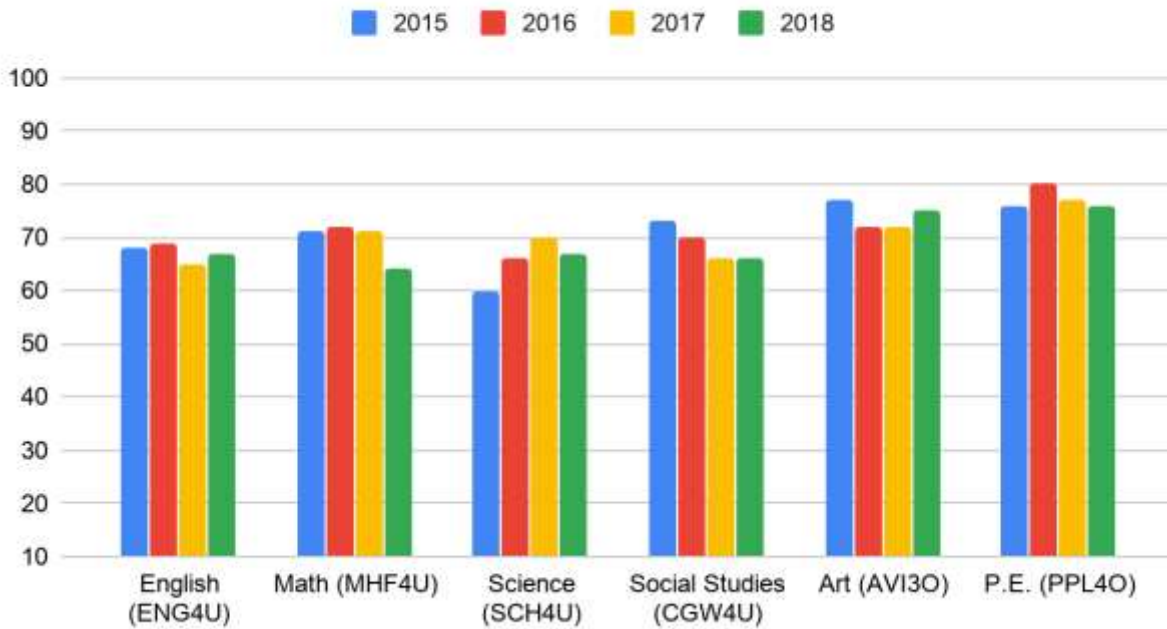
The Ontario benchmark is a Level 3 or 70%, so our students are consistently performing at university preparation course standards.

English Common Assessment Data

The English common assessments are administered in each term in grades 7 to 10. They reflect the core standards in reading and writing and aligned with course expectations and the Ontario Achievement Categories, and are similar to the Ontario Secondary School Literacy Test (OSSLT)—giving students years of practice before taking the OSSLT. There are slight modifications for assessments in ESL 7 and 8 otherwise they have an identical construction. The reading content and writing expectations are reflective of grade levels. The original tests were written by individual teachers working from a template, guidelines and experience in teaching the curriculum. Below is the data for each grade 10 cohort since 2016. Grade 10 is the last year that common assessments are given so this essentially reflects the exit data for this assessment.

Common Assessment Data G10 Cohorts
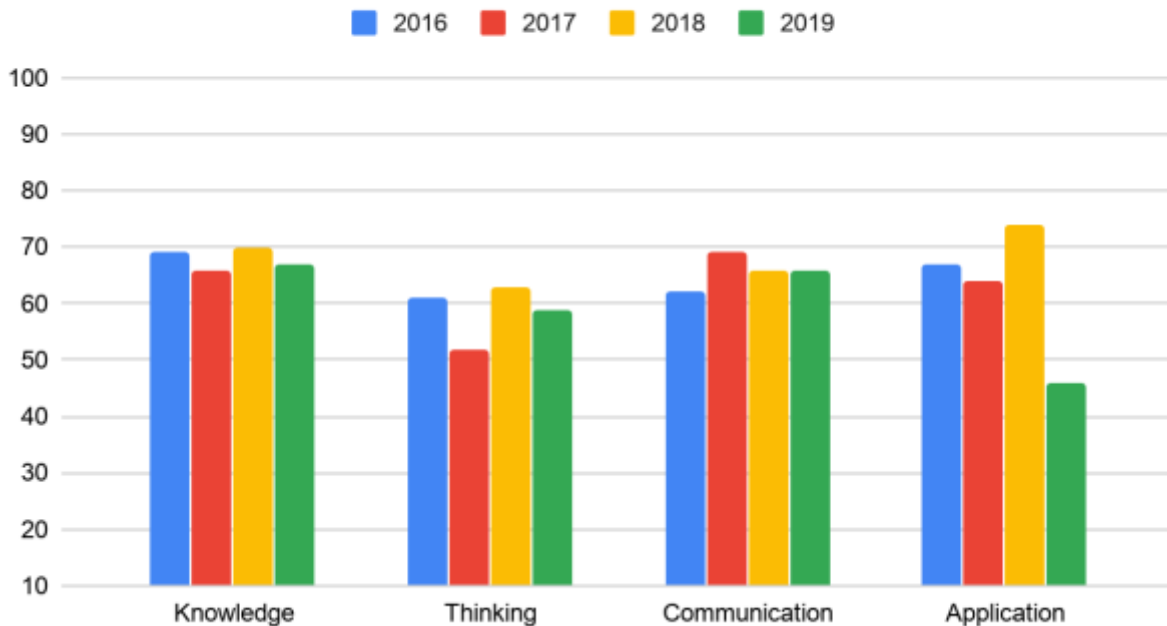
The results of the common assessment have been consistent over the past four years. The Thinking category which includes inferring and evaluating is still the most challenging for students. Also, one section of the Application category was changed in 2019 which resulted in a much lower score. It could be because it was new so students were unfamiliar with it even though is tests basic knowledge of mechanics, word and sentence choice.

Reading Program Data

The reading program was introduced in the spring term of 2012 for students from grades 7-10. The Oxford Bookworms series was selected for its variety of genres, gender interest, content and age appropriateness, cost efficiency and multiple levels of difficulty. The program coordinator recognized the need for extended reading opportunities for students that reflected choice, student independent reading levels, motivation to move up levels and a source of data to track progress.

Students' independent reading levels are assessed using the RAZ (Reading A-Z) Running Record benchmark passages and comprehension quizzes (obtained from the A-Z online reading program of which the school has an account).

Students read books at their designated levels. Some will be on RAZ while most will be on Bookworms.

Students should complete the "during" and "after" reading questions in their Bookworms and then take the multiple-choice quiz for that book or the quiz for that RAZ reader.

After completing a set number books for different Bookworm stages, if they obtain an average score of a minimum 90% on the quizzes they may move to the next level.

Multiple types of data is taken each term including number of books read, average level of the class, start and end levels and words per minute fluency for grade level. The minimum reading target is six books per term for all students in the program. Currently the Bookworm program includes grades 7-10. One change that has been made is to how we assess fluency levels. Grade level texts are chosen and student fluency levels are checked against a mastery level.

Also, the English program moved to collecting data on an annual basis starting in 2018. In 2019, individual student data tracking sheets were created to be able to focus more on personal information which should better serve teachers and students to assess progress. This has been made possible through the Google Suite application which the school has been implementing.

This is a sample of grade level fluency for Cohort 2022. Both years are consistent at 62% of mastery level, however, this is in the early stages of this type of data so continued systematic collection of the data is needed. Also, new students join the class and others leave over time so the data is not completely valid. However, it gives us a snapshot for each cohort so there is some value in addition to the individual data being collected.

Graduation Data

Graduate Destinations Summary Data
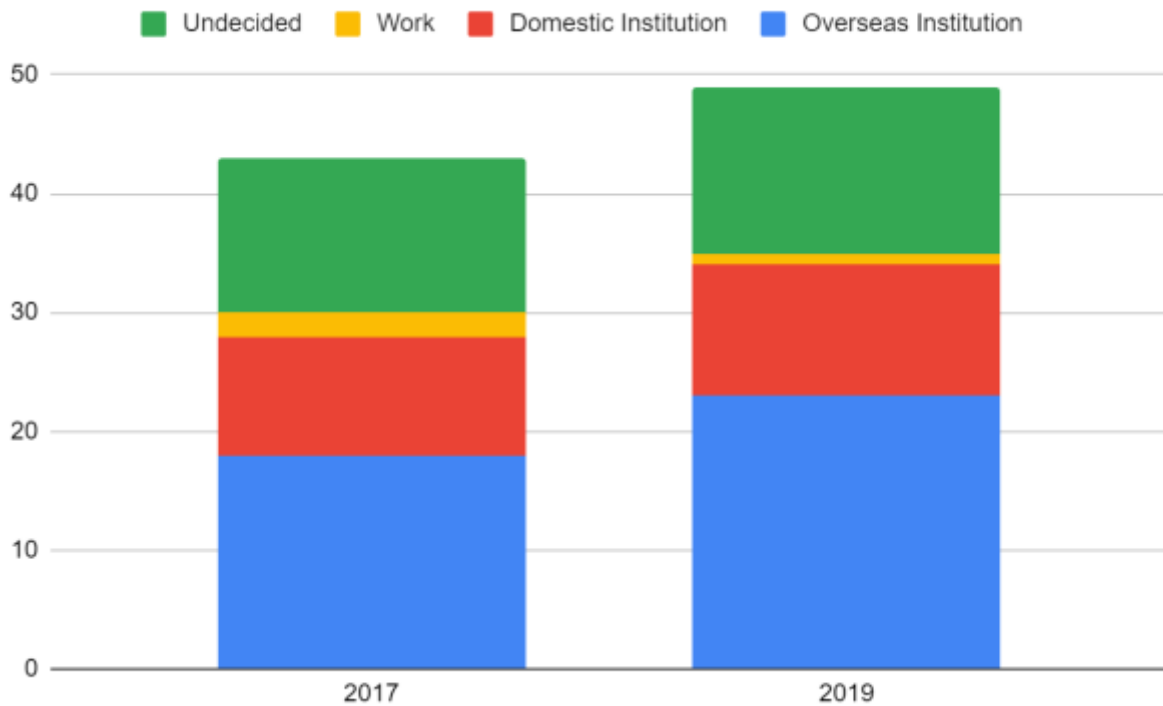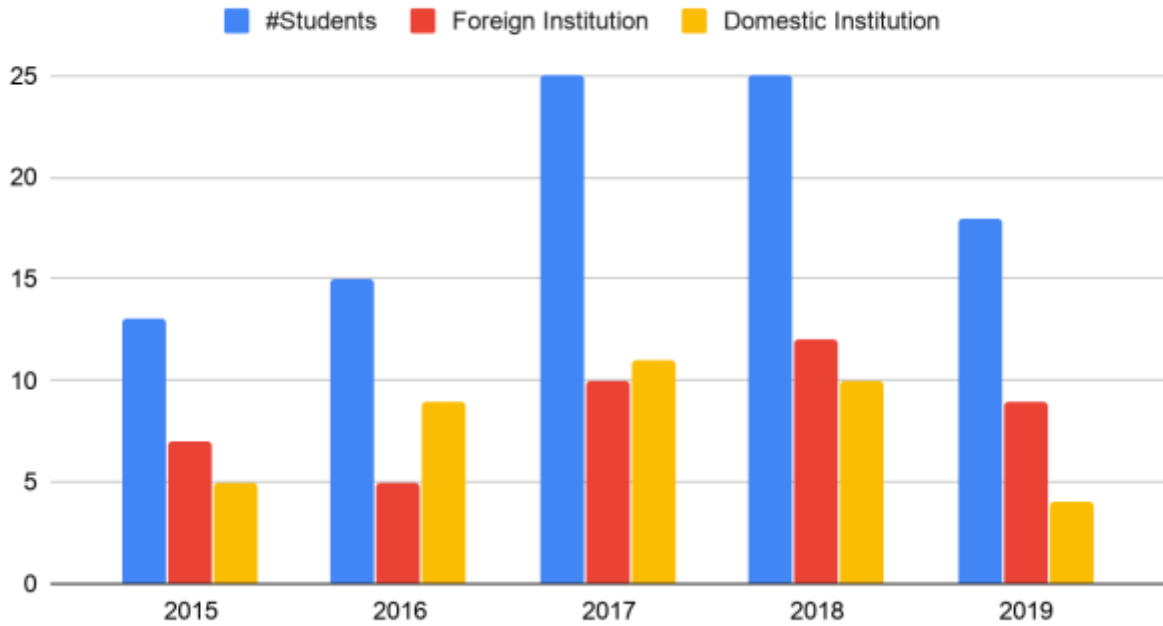
Senior student survey question #14 "What do you plan to do after graduating from CIS?", indicates a consistent perception of students in regards to their plans, however, it applies to all students in grades 9-12. The data changes when considering actual destinations of students. Future surveys might benefit from separately asking Grade 12 students. The guidance team continues to work with students to help them make the best decision for their futures through individual conferences and arranging information sessions by universities. There continues to be an emphasis on encouraging students to study abroad as this is consistent with the school's mission statement. The last two years have seen more students opting for overseas schools which is consistent with the school's mission.

Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is a compulsory standardized test for secondary school students in Ontario who wish to obtain the Ontario Secondary School Diploma.

It was established in 2001 by the Conservative government. It is administered by the Education Quality and Accountability Office (EQAO).

The OSSLT is written every year in April in all public, private and Catholic secondary schools in the province of Ontario. It is used to assess students' reading and writing skills.

Students are asked to read a variety of selections and answer questions about each of them. The questions asked are designed to measure students' understanding of ideas and information that are directly or indirectly stated in the text. Students are also expected to make personal connections related to the reading selections.

The selections used in the OSSLT consist of common reading materials, including information materials (e.g. instructions, newspaper articles), graphic materials (e.g. graphs, diagrams, legends) and literary materials (e.g. stories).

Students have to produce four pieces of writing for the OSSLT. The writing component is designed to measure the student's ability to develop a main idea, provide supporting details, organize and link ideas and information, use a tone for the particular type of writing and use correct grammar and spelling.

Ontario students must take the test at least once. If they are unsuccessful they may repeat the test or opt to take the Ontario Secondary School Literacy Course (a grade 12 compulsory accredited course). CIS student generally are encouraged to take the test in grade 11 to give them more time to develop English literacy skills, however, they may be recommended to take the test in grade 10 if their literacy skills are advanced.

Examples of pieces requested in the OSSLT include summaries, opinion pieces, news reports and information paragraphs.

OSSLT Annual Results

 # Participated   **Fail**   **Pass**
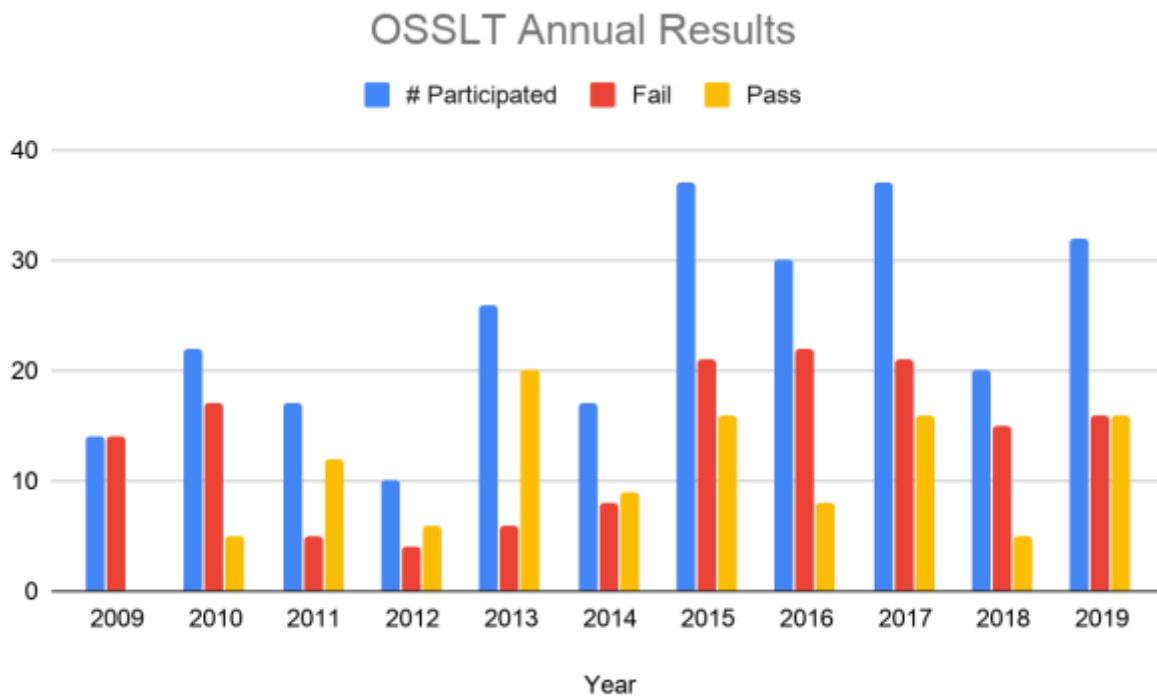
The success on the test has varied with some cohorts outperforming others. Preparation for the test is done indirectly through the English program which is skills based, the common assessment which is modeled after the OSSLT and a new remedial program for those who were not successful in the first attempt. However, as the majority of our students are considered English language learners, this test will continue to be challenging for them.

Community Involvement Program

Every student must complete a minimum of 40 hours of community involvement activities as one of the requirements for an Ontario Secondary School Diploma (OSSD).

The purpose of mandatory Community Involvement is:

· to encourage students to develop awareness and understanding of civic responsibility;

· to increase awareness of the role students can play and gain satisfaction from the contribution they can make in supporting and strengthening their communities;

· to develop a positive image and a greater sense of identity within the community.

Students may complete the requirement starting on the first of July after they leave grade 8 and ending before graduation. This requirement is to be completed outside the student's normal school instructional hours and in a variety of settings. Students may not complete the hours

through activities that are counted towards a credit, through paid work or by assuming duties normally performed by a paid employee. Documentation attesting to the completion of each community involvement activity, in the form of the Community Involvement Tracking Record Sheet, must be submitted.

There has been an overall positive response to this graduation requirement as 92% of grade 10-12 students over the past three years believe that working with people in the community to get volunteer hours has been a good learning experience.

Perception data summaries

Annual Student Survey

The student survey consists of 29 questions which offer students an opportunity to reflect on a

variety of items related to school life. The questions were also created with the school's ESLRs in mind. Students have taken versions of the survey annually in the spring since 2012.

In the most recent surveys of 2017 and 2019 junior students on average responded 76% positive and senior 73% positive to the survey questions.
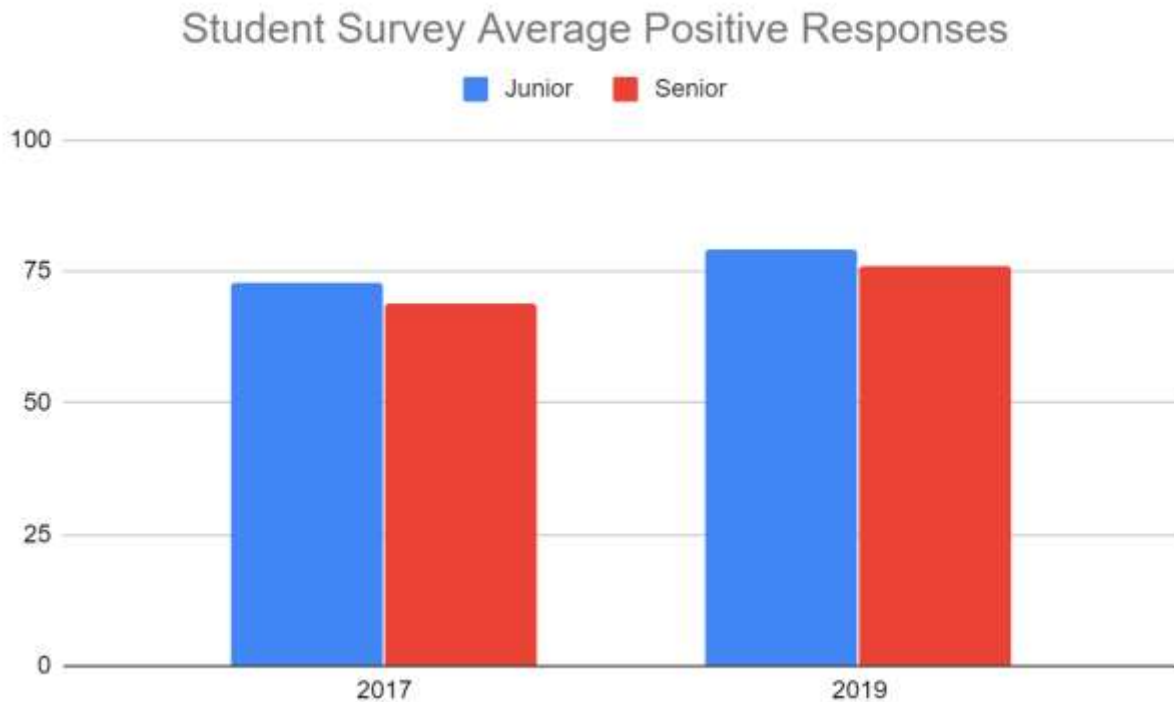
Overall, there seems to be a high degree of satisfaction amongst the student body but as the school continues to strive to better serve its stakeholders some specific areas need to be looked at in more depth to try and resolve some of the lower scoring questions.

Course Surveys

Course survey are given at the end of each term so students can give teachers specific feedback on a set of 12 question items related to the course just taught. The questions are scored out of 10 and teachers have immediate access to results and are encouraged to reflect on the reasons for successes and areas for improvement.

Survey Questions:

1. The teacher was consistent and fair with classroom and school rules.
2. The teacher included you in discussions and activities.
3. The teacher tried to know you on a personal level.

4. The teacher could explain learning goals and success criteria well.

5. The teacher's lessons were connected to the learning goals and success criteria and followed a plan.

6. The teacher used meaningful resources (texts worksheets internet blogs etc) to help you achieve learning goals.

7. The teacher used different activities to help you achieve learning goals.

8. The teacher created a comfortable atmosphere where you felt you belonged and could ask questions and be yourself.

9. The teacher used practice or formative assessments to help you understand your strengths and weaknesses to achieve learning goals.

10. The teacher gave you feedback on how to achieve learning goals.

11. The teacher offered opportunities to give you feedback outside of class time.

12. The teacher worked with you to develop your learning skills and work habits.

13. The teacher regularly helped you to develop your English literacy skills in reading, writing, speaking, and listening in the subject.

Course Survey Annual Averages
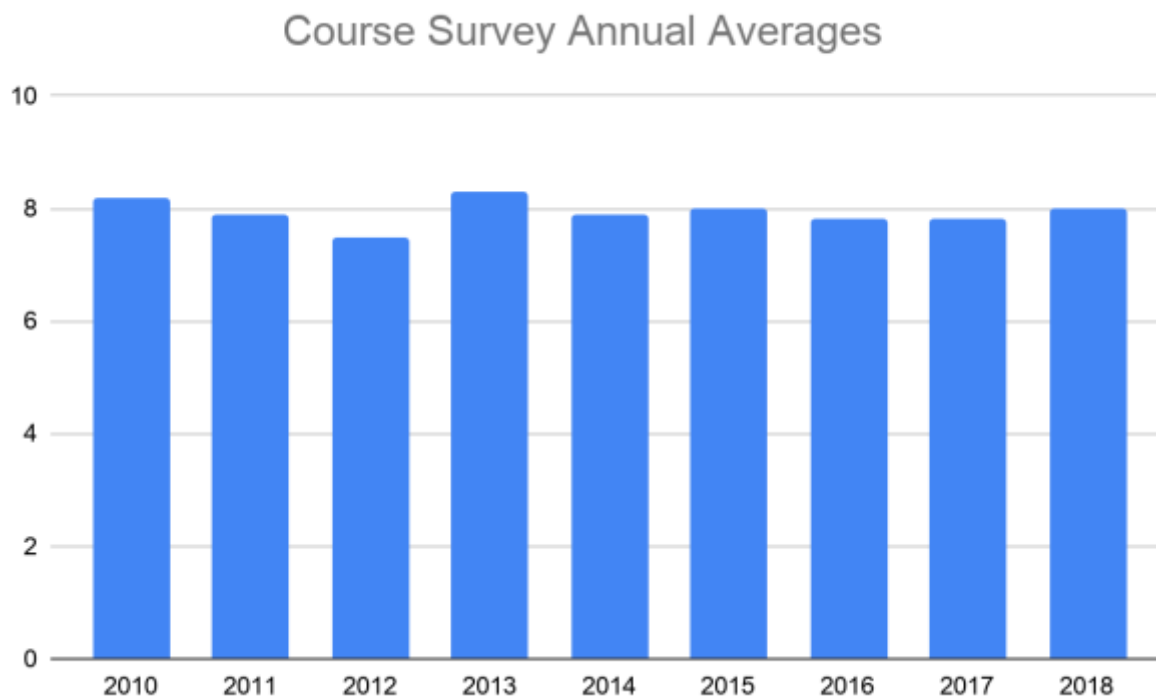
Student responses to instruction and course related issues have been very consistent over the years and at a high rate of satisfaction. As a whole, results are not addressed, however, individual teachers use them for self-reflection and opportunities to make improvements or adjustments to their teaching or course material.

Parent Surveys

Parent surveys have been given in a variety of formats for a variety of purposes since the last self-study report. This survey has been given twice over a period of two years in 2018 and 2019. The questions are answered by parents of children in the three divisions: elementary, junior and high school. The questions reflect a number of aspects related to parents' perceptions of programs, student achievement, and students' social and physical well-being.

	K-6 # Respondents	K-6 Average	Junior # Respondents	Junior Average	Senior # Respondents	Senior Average
2018	41	4.18/5	8	4.12/5	7	4.02/5
2019	48	3.99/5	17	4.11/5	15	3.78/5

The results for all three divisions are positive. The school continues to work with parents and the Parent Teacher Student Association to better serve their needs and to help us grow as a community. Worth highlighting is the increase of respondents in the junior and senior divisions in 2019. The school made the effort to inform parents via several channels including the school newsletter, blog and parent school emails which were introduced for the first time in 2018. Information about the surveys were sent out several times and the surveys were left open for a longer period of time. This resulted in doubling parent participation for junior and senior.

Implications of the data

The school has determined based on the data since the last self-study that it continues to grow and offer a world-class learning environment and education. Student achievement levels have been consistent and all the perception data points to a satisfied stakeholder group. The school realizes that there are things it can focus on and make improvements to better serve its community. Going forward, the inclusion of the Kinder and Elementary programs and the need to continue to focus on a child safety policy will give the school many opportunities to grow.

Chapter III: Self-Study Findings

Category A: 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 global competencies[1] and form the basis of the educational program for

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[1]Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological, environmental, and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading,

every student.

 (**Note**: school purpose is a general term for terminology used by schools such as core beliefs, vision, mission, or philosophy and objectives.)

Examples include: every student will demonstrate knowledge and understanding of diverse cultures that fosters tolerance for individual differences; every student will be a collaborative worker; and every student will demonstrate higher order thinking skills of application, analysis, synthesis and evaluation.

Indicators with Prompts

Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

Prompt: *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
The school has an established mission statement that can be found on the school's website, such as fostering the personal growth of each student and instilling social awareness and respect for achievement. At the entrance ceremony, students in the company of their parents/guardians, pledge to uphold these values. The mission statement is consistent with ESLRs (Expected School-Wide Learning Results) which are posted in classrooms and shared during assemblies. These include: **Individual Growth** – Students will grow in intrapersonal awareness and self-esteem; **Community Participation** – Students will grow in interpersonal awareness by participating in curricular and extracurricular activities; **Academic Success** – Students will grow academic and English language skills for post-secondary studies globally; **Global Citizen** – students will grow a global awareness and understanding of cultures other than their own. All items were reviewed at a PD session held in July 2016. Information in the Student Handbook regarding "Positive Learning Environment" (p. 6) reflects the	**School Website -** **www.columbia-ca.co.jp** **Mission statement** **Student pledge** **ESLRs posted**

writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to function effectively in an interdependent world.

school's core beliefs using student-friendly language. Every course that is taught has an *Ontario Ministry of Education* document that includes learning skills and higher order thinking skills of application, analysis, synthesis and evaluation. The program planning component of the documents specifies how diverse learners will be accommodated. Ongoing professional development supports teachers in their quest to deliver the curriculum in a way that reflects current trends, such as **Visible Learning**, **Visible Thinking**, and **Differentiation**. The *Ontario Ministry of Education* has many support materials in addition to the curriculum documents that also provide valuable methods for ensuring that all students will achieve their potential. For example, there is *Growing Success* (2010) which encourages descriptive feedback, *Comment Framework Progress Reports and Report Cards* (2011), and *Special Education in Ontario* (draft 2017) which have been presented at staff meetings.	**Student Handbook** **Ontario Ministry of Education Curriculum Documents** **(http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html)** **Staff PD** **Ontario Ministry of Education Policy Documents**
The after-school Homeroom Program has been modified and assists with character development. **The Six Pillars of Character** is one such example that begins in kindergarten and continues to grade eight. Community involvement is part of the homeroom program and students actively visit community schools or other volunteer opportunities.	**Weekly Homeroom activities** **Homeroom Calendar** **Annual community activities**
An early-warning system for grades 7 to 12 called the *Learning Support Program* is in place to communicate concerns regarding missed assignments and/or low achievement approximately two weeks before the mid-term reports are issued. These forms are translated where necessary and data is collected to record whether the students identified are ultimately successful. To further improve parental/guardian communication, notice and request for a teacher meeting can be given after mid-term and before the final report card. This is done using a Credit Rescue form. It was created in 2016 to allow for more flexibility in dealing with at-risk students using a simplified checklist and requesting a meeting with parents/guardians. The form is also translated as necessary (i.e. Chinese/Japanese).	**Learning Support Program for At-Risk Students** **Columbia Credit Rescue Form**
The reporting system gives students feedback on their success in developing six **Learning Skills** which support them in	

becoming autonomous learners. These categories on the Ontario Report Card include Responsibility, Organization, Collaboration, Initiative, Works Independently, and Self-Regulation. Feedback can be assessed as Excellent, Good, Satisfactory, or Needs Improvement. These are discussed at parent-teacher conferences held at mid-term. Teachers regularly meet with students to ensure that they have a clear understanding of the learning goals and success criteria. These objectives come from the curriculum documents and are cross-reference with lesson plans. All teachers post these items at the front of the classroom and are used to introduce each lesson.	**The Six Learning Skills** **Ontario Report Cards and OSRs** **Parent-Teacher Conferences** **Learning Goals and Success Criteria** **Teacher Lesson plans**
In conclusion, the various programs that comprise the educational experience at Columbia International School, work together to provide a clear path towards developing successful learners who will be ready for their next stage in their education upon receiving the *OSSD*, Ontario Secondary School Diploma. This diploma is accepted globally at post-secondary destinations. The written vision and mission have been kept since writing in 2014 in keeping with the continued success of the graduates and the relatively stable demographics of the student population.	**Post-Secondary Destinations Data** **Demographics Data**
Results of a recent parent survey (2018) posed questions regarding the vision, mission and core beliefs. In 2018, a high majority of parents agreed or strongly agreed with the belief that Columbia offers a nurturing environment (60/60), meaningful curriculum (54/60), and supports the achievement of numeracy (45/60) and literacy (52/60). In 2019, a similarly high majority of parents agreed or strongly agreed with the belief that Columbia offers a nurturing environment (73/80), meaningful curriculum (66/80), and supports the achievement of numeracy (51/80) and literacy (53/80).	**Parent Survey 2018** **(60 respondents)** **Parent Survey 2019** **(80 respondents)**

Purpose, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/community profile data and identified global competencies have impacted the development of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified global competencies, and current educational research.*

Findings	Supporting Evidence

The student/community profile is constantly changing, but overall reflects a majority of Japanese students who have grown up in Japan and live at home. There has been an increase in students from mainland China and other Asian countries with a greater number of students living away from home in the school dormitory. Students usually enter the school at Kindergarten, Grade 7, and Grade 10. However, in recent years there has been an increase in students beginning at other points, such as Grade 11 and 12. Lastly, fewer students have their sights set on studying at a North American post-secondary destination. In the last report the split was 60/40 and has lowered to 41/59.	**Demographics Data** **Post-Secondary Destinations data**
The ESLrs (expected schoolwide learner outcomes) are posted in each class and were revisited through PD sessions involving K – 12 teachers and staff. Although the composition of the students has changed somewhat over the past 6 years, there is some stability in overseas students from China and Taiwan and a variety of other Asian countries are represented. As a result, there is greater interest in post-graduate destinations in Asia, as opposed to North America. Translation support is available, and there is a full-time staff member at the dormitory to support overseas students needs. The homeroom program helps to maintain a positive atmosphere to help with integration. After school Japanese lessons are provided as well. Although the main emphasis is English communication, Japanese as a second language is encouraged and helps to promote a friendly atmosphere.	**ESLrs posted** **Staff meeting minutes** **Student Dormitory staff liaison** **After School Japanese lessons**
The Ontario curriculum which emphasizes minimum standards for literacy and numeracy is a solid building block in terms of future global competencies such as problem solving and teamwork. The Ontario Secondary School Diploma includes 40 hours of community service work and the province-administered literacy test (OSSLT) that ensures graduates have the necessary communication skills to be future leaders.	**Community Volunteer hours** **Ontario Literacy Test** (**http://www.eqao.com/en/assessments/OSSLT**)
Based on the success of the graduates and the relatively stable demographics of the student population the written vision and mission have been kept unchanged.	**Post-secondary rate of acceptance is 100%+**

Involvement of All

Indicator: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

Prompt: *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competence and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

Findings	Supporting Evidence
The administration team seeks and values input from parents and guardians, students, teachers, office staff, and alumni to refine the vision, mission, and schoolwide learner outcomes. The office maintains a blog that distributes important information to parents/guardians and students. The PTSA meets monthly, September to June, and is composed of usually 10 to 15 parent reps/board members from the roughly 200 families. The PTSA sponsors cultural events that promote a respect for Japanese and other cultures. Examples of recent assemblies include a hip hop workshop, a "Slacklines" presentation, and a magic show. The PTSA is involved in one special event each term: the Spring Lunch Banquet, Halloween, and the Winter Fiesta. These events provide for networking opportunities and building a cooperative spirit amongst the stakeholders.	**School website -** **www.columbia-ca.co.jp** **office blog** **PTSA Meeting Minutes** **PTSA sponsored events**
Each year a new student council is elected and draws on the grade 11 cohort to fill many of the administrative positions. Every homeroom grades 7 to 12 provide representatives and the student council helps to develop enthusiasm for school spirit and nurture leadership skills. The student council have opportunities to be ambassadors for visitors throughout the year. Whenever a committee is called for, members of student council will have a presence to ensure that the student voice is heard.	**Student council** **CIS Open days**
The office staff has a daily morning meeting to discuss the days events and to provide an opportunity for input to the administration. After every important function (e.g. Winter fiesta, PTSA luncheon), teachers and staff are all invited to provide feedback to ensure that new ideas and improvements can be incorporated.	**Morning meetings** **Email communications**
Alumni are invited back to visit the school every spring for a social event and are also invited to visit on the CIS open day	

as a way to share information with students. They share stories of the educational journey and reflect on the importance of obtaining their high school education at an international school. The above activities involve dialogue and feedback which is used informally to gauge the effectiveness of the vision and mission statement. The continued successful operation since 1988 support the continuation of the written vision and mission statement.	**Alumni BBQ** **CIS Open days**

Consistency of Purpose, Schoolwide Learning Outcomes, and Program

Indicator: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.

Prompt: *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent. with the school's explanation of global competencies.*

Findings	Supporting Evidence
The school has an established mission statement that is consistent with ESLRs (Expected School-Wide Learning Results) which are posted in classrooms and shared during assemblies. The classroom environment is supported through a homeroom program of 30 minutes per week on average. The homeroom program includes community awareness such as visiting a kindergarten to volunteer teach. The homeroom teacher also ensures that students complete the 40 volunteer hours necessary to graduate. Activities like this help "instill social awareness" (from the mission statement.) Teachers can support students via classroom subjects and the after school homeroom period through conferencing and group activities. The guidance program organizes the homeroom program by providing a calendar of term goals for the homeroom class. The above programs are consistent with the ESLrs, which include: **Individual Growth** – Students will grow in intrapersonal awareness and self-esteem: the academic program includes a focus on the Ontario Learning skills that deal with Responsibility, Organization, Collaboration, Initiative, Works Independently, and Self-Regulation. Teachers are expected to conference with students for the personal development and achieving SMART goals through the term. **Community Participation** – Students will grow in interpersonal awareness by participating in curricular	**Homeroom program** **Community involvement** **Guidance program** **Guidance calendar (teacher Office 365 website)** **ESLRs** **Ontario Learning Skills** **Student Teacher conferences**

and extracurricular activities: Columbia IS has an extensive sports program with Basketball, Volleyball, Futsal/Soccer that promote team sports by competing against other Tokyo-area International schools. As well, there are selected individual programs to support participation in Cross-country running, table tennis, and ballet. Students must complete 40 hours of volunteer service in order to graduate, but invariably go beyond that in order to serve the community to a much greater extent. Volunteer hours can be obtained at Columbia IS for certain activities such as mentor program, mentor homework club, summer school teaching assistant, and student council activities. Outside of school activities can be arranged in conjunction with charities such as Tokyu Hands. **Academic Success** – Students will grow academic and English language skills for post-secondary studies globally. On average, close to 50% of every graduating class studies abroad and data shows that the alumni are very successful in meeting their goals. **Global Citizen** – students will grow a global awareness and understanding of cultures other than their own. On average, over 20 countries are represented within the school, and the diversity of the student population helps to promote intercultural awareness.	**After School team sports** **After School individual sports** **Community Volunteer hours** **Post-Secondary Destinations Data** **Demographics Data**
A survey of 21 teachers and staff showed that there is a strong degree of consistency (76%) between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies. Overall, a majority (60%) of respondents rated this at 4/5 or 5/5.	**WASC Teacher & staff survey**

Communication about Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Prompt: *Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

Findings	Supporting Evidence
Information about the school's vision and schoolwide learner outcomes can be found on the school website and school blog. Email communication is also sent to encourage the sharing of information. A term newsletter is published and given to	**School website -** **www.columbia-ca.co.jp** **CIS office blog**

students via homeroom which in turn they take home for their parents. This is produced three times a year.	**CIS newsletter**
The PTSA is active and meets monthly. This helps foster a strong network among the parents who often attend the parent-teacher days held every mid-term. As well, the morning classes are open for parents to sit in and observe their children being engaged in the learning process. This can add clarity to the 15-minute interviews held in the afternoon.	**PTSA Meeting Minutes** **Parent-Teacher Interviews and In-class Observation**
Additionally, there is one event every term that is a PTSA-sponsored event, and which encourages parents to visit the school and share their ideas. For students staying in the dorm, there are Chinese-speaking support staff who can share information with parents in that language. For visa students from other countries, English communication is sufficient.	**PTSA-sponsored Events** **Student Dormitory staff liaison**
The teacher and staff WASC Survey results found that 81% of teachers and staff agreed that overall communication about the vision and mission of the school is publicized. This survey result shows that it is something that is perceived as being done well and even better than most items surveyed.	**WASC Teacher & staff survey**

Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

Prompt: *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.*

Findings	Supporting Evidence
Columbia IS reviews the school purpose and learner outcomes internally through an ongoing discussion of student results at midterm and final term reporting cycles. In between, the learning support and Credit rescue systems can help tailor the program to individual needs to ensure that all students are successful.	**Ontario Report Card Learning Support Credit Rescue**
Outside experts include the WASC visiting team and the annual Ministry of Education inspection process. As well, there can be additional 'virtual' inspections that have been added since 2017. However, the Ministry inspections only	**WASC Inspection Ontario Ministry of Education Inspection**

focus on grades 10 – 12 in conjunction with the Ontario report card and credits issued by Columba IS.	
Currently, the school year includes five Professional Activity/Development days. This time can be used for group WASC meetings, whole-school staff meetings, First Aid/Emergency Responder Training, and addressing learner needs through presentations or other activities. Throughout the school year, teachers also attend conferences and engage in professional learning by completing online courses. The school provides a budget to reimburse 100% of conference fees and travel costs, and 50% of additional qualification courses up to a maximum of 100,000 yen per calendar year per teacher.	**PD days** **Professional Development Budget**
Specific PD time is set aside to review the vision, mission, and learner outcomes during each 3 year cycle. No formal process is set for all members of the school constituency (i.e. parents and students) to review these.	**July 2016 PD session notes**

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.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISEP Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Written Procedures and Coherent Practices

Indicator: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

Prompt: *Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.*

Findings	Supporting Evidence
The governing authority/ownership is Hiroshi Tanaka. Supported by and in consultation with the 5 member advisory board, the coordinators council and the business managers group Mr. Tanaka as Executive Director uses his own discretion, as opposed to written procedures.	**Executive Director,** **Advisory council meetings, Coordinator council meeting minutes, Business manager meeting minutes**

Indicator: **(Only for Governing Authorities with an Appointed/Elected Board)**: There are clear policies and procedures with regard to the selection, composition, and specific duties of the governing authority.

Prompt: *Evaluate the clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.*

Findings	Supporting Evidence
Executive director TANAKA, Hiroshi Advisory Board Directors MORIMATA, Tetsuya (Admissions manager business team member) MCCLIGGOTT, Barrie (School Principal) SAKAMOTO, Shintaro (Business Consultant) YAMAMOTO, Yoshie (Business owner) SAITO, MASATOSHI (School business owner and executive director)	**Executive Director** **Advisory Board**

Pretraining of Potential Board Members

Indicator: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Prompt: *Evaluate the effectiveness of the training that is offered to prospective or new school board members.*

Findings	Supporting Evidence
The principal has regularly participated in board training workshops through EARCOS, JCIS. The other board members are specifically selected for their expertise in school and business operations. Furthermore, the Executive director is supported by other business partners in six other school related enterprises	**Executive Director**

Relationship to Professional Staff

Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The Executive Director administers the fiscal matters of the school. The Executive Director delegates the development and implementation of the educational policies and programs to the principal of the school who has the full support of the Executive Director to align school policies with the school's purpose and the achievement of the expected school-wide learning results and academic standards. The Executive Director continues to support the current administrative structure of Executive Director, Principal, Head Teacher, Guidance Coordinator, Senior Coordinator, Junior High Coordinator, Elementary Coordinator, and office staff to delegate the implementation of policies to the professional staff.	**Executive Director, Principal, Head Teacher, Guidance Coordinator, Junior High Coordinator, Elementary Coordinator, Office Staff**

Relationship of Policies

Indicator: The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

Prompt: *Evaluate the adequacy of the policies and financial/educational plans to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations and the degree to which the governing authority is involved in their regular review and refinement.*

Findings	Supporting Evidence
Mr. Tanaka is responsible for the financial plans of the school. The principal, Barrie McCliggott is responsible for the education plans. Both 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.	**Executive Director, Principal, Successful continued operation since 1988**

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
In December of 2018, the school decided to switch from using the Windows 365 platform for school administrative and curriculum/teaching purposes to Google Suites. Currently, a Google committee comprised of the Director of Columbia, members of the office administration, and teachers is working through the logistics of making the shift from Windows 365 to Google Suites go smoothly and discussing what new opportunities a Google platform can provide the school, such as Google Docs and Google Classrooms.	**Shift Towards Google Suites for Administrative Purposes, Internal Communication, and Online Curriculum**
In the high school division, some teachers have already begun using aspects of G Suite in their instruction, such as Google Classrooms and Sites in order to deliver course information to students (i.e., assignment instruction, important dates).	**Google Classrooms, Google Sites, Google Calendar**
The Elementary Division received 48 Dell Chromebooks in 2017. The Dell Chromebook model that was purchased is designed for students. They are accessible for students and durable. Through the Dell Chromebooks, elementary students are able to access carefully selected online resources that are made available to them by their teachers, such as student friendly search engines (KidRex), online library (Raz Kids), educational games (Starfall and ABCya), and peer-to-peer communication platforms (Edmodo).	**Dell Chromebooks 11 3180, KidRex (www.alarms.org/kidrex), Raz Kids (www.raz-kids.com), Starfall (www.starfall.com), ABCya (www.abcya.com), Edmodo (www.edmodo.com), ClassDojo (www.classdojo.com)**
In April of 2019, the Junior grades of the Elementary Division received 53 ASUSChromebooks to create a learning experience for students where computers are always available on a one to one basis.	**ASUS Chromebook Flip C214**
Having access to Google Docs also gives students the opportunity to approach and communicate about homework and assignments through means such as Google Sheets and Google Slides.	**Google Docs**
Future plans for using G Suite at Columbia include issuing a school Gmail account to each student, which can be used with Google Classrooms. Communication between students using such an account can be monitored, which may help deter cyber bullying.	**Google Classrooms**

In August of 2019, a PD session was attended by teachers and office staff to further support a transition from primarily a Microsoft Office platform to a Google platform.	**PD Session (08.30.19)**

Involvement of Governing Authority

Indicator: The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes and remaining current in research-based knowledge about effective schools.*

Findings	Supporting Evidence
Mr. Tanaka is not involved in the regular review and refinement of the school's vision, mission, and schoolwide learning outcomes. However, Mr. Tanaka supports the school leadership (e.g. Mr. McCliggott) with research-based knowledge through on-going PD involvements (conferences, workshops, gatherings) and through membership in organizations active in International Education and the Ontario College of Teachers (OCT). The OCT issues advisories periodically regarding professional issues e.g. cyber-bullying, mental health.	**JCIS membership** **The EARCOS Triannual Journal** **International School (IS) Magazine** **ASCD Education Updates** **Professionally Speaking (OCT)**

Professional Development of Governing Authority/Ownership

Indicator: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *Evaluate the effectiveness of the training that is offered to the governing authority/ownership.*

Findings	Supporting Evidence
Mr. Tanaka does not participate in professional development for international school governance. His focus is directed more towards the financial well-being of the school. However, Mr. Tanaka does support the leadership of the school	**EARCOS Leadership Conference**

School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: *To what degree does the school community understand the governing authority's role?*

Findings	Supporting Evidence
Parents and staff are not privy to all the aspects of Mr. Tanaka's role as the governing authority. However, it is generally understood that he handles the business side to the school, as well as facility management.	**Principal**

Stakeholder Involvement

Indicator: The governing authority/ownership consistently seeks and considers the stakeholders views and gains in-depth knowledge about the school.

Prompt*: Comment on the degree of stakeholder involvement in major decisions about the school.*

Findings	Supporting Evidence
Each year a survey is given to parents and students, which is designed to gauge their satisfaction with the school and determine areas that they see are in need of improvement.	**Parent Survey, Student Survey**
PTSA meetings are held frequently throughout the school year. At these meetings, feedback is collected from PTSA members. This feedback explains how parents perceived school events, what was done well at these events, and what could be improved or changed in the future.	**PTSA Meetings**
Staff surveys are also completed. The data obtained describes various topics, such as the effectiveness of the school's mission statement, professionalism of staff, and facility management and safety.	**Staff Survey**
Mr. Tanaka has access to this collected data and can review it when they deem necessary to determine stakeholder views.	

Board Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.*

Findings	Supporting Evidence
As Mr. Tanaka is the governing authority, he has delegated evaluation and monitoring procedures for student performance and school programs to Mr. McCliggott. However, all fiscal matters are handled solely by Mr. Tanaka. Mr. Tanaka's decisions regarding fiscal matters are not subject to monitoring or evaluation. Under Mr. Tanaka's guidance the school has grown and maintained fiscal health since 1988.	**Principal**

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.*

Findings	Supporting Evidence
Mr. Tanaka handles governing board complaints and conflicts according to his discretion. Mr. McCliggott addresses and resolves school complaints and conflicts on a case by case bases when/if the teacher has difficulty doing so. The Ontario Principals Council also has materials for complaints and conflict resolution.	**Ontario Principal Council**

Evaluation Procedures

Indicator: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Prompt: *Comment on the clarity of the evaluation procedures carried out by the governing authority to evaluate the school leadership.*

Findings	Supporting Evidence
It is very likely that Mr. Tanaka evaluates his leadership (i.e., principal,) based on the guidelines and conditions stated in the employment contract but obtaining any concrete data or evidence of these evaluations is not available .	**Executive Director**

Evaluation of Governing AuthorityTea

Indicator: The governing authority evaluates its processes and procedures.

Prompt: *Review the effectiveness of the evaluation process.*

Findings	Supporting Evidence
Mr. Tanaka's evaluation processes and procedures are not subject to review, as he has a business advisory role.	**Executive Director**

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.

Indicators with Prompts

Defined Responsibilities, Practices, etc.

Indicator: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Staff is provided with teacher handbooks which outline the details and Columbia IS has guidelines for administrators, faculty and staff with regards to school processes which can be found in the teacher's handbook, staff handbook, employment contracts (Japanese/English), an office responsibility chart by grade/division, and, in some cases relevant Canadian organizations. For example, additional	**Staff Handbook** **Employment Contracts** **Office Responsibility Chart**

policy information comes from the Ontario College of Teachers and also the Ontario Ministry of Education. This information is shared and discussed among the principal, teachers, and staff as needed to ensure that the school maintains current with Ontario expectations regarding students' achievement.	**Ontario Education Policies**
Each division has a coordinator, and thus there are three: elementary, junior program (grades 7/8/9), and senior program. The Coordinators' Council meets weekly to make operational decisions and review policies on an ongoing basis. Existing informational documents are clear and understandable.	**Coordinators' Council**

Existing Structures

Indicator: The school has existing structures for internal communication, planning, and conflict resolution.

Prompt: *How effective are the existing structures for internal communication, planning, and conflict resolution?*

Findings	Supporting Evidence
There are a variety of methods for internal communication. For example, face-to-face, via meetings (e.g. staff meetings, WASC group meetings, planning/reviewing meetings), email, Skype for Business, Google Chat, and via the staff room mailbox. The principal has an 'open-door' policy that encourages communication. The existing structures for internal communication are satisfactorily effective for resolving differences. A staff survey found the weighted average to be 3.2/5 or 64% suggesting there is still some room for improvement.	**WASC Teacher & Staff Survey**
Recently, since April of 2019, the school has adopted a Google platform for teachers and students. This improvement is working well e.g. every student can access information on the classes easily, a necessary part of student achievement.	**Google Platform**
Planning is effective because it starts well in advance. For	**Committee Minutes**

example, for the annual Winter Fiesta, planning starts in June and continues until the event is held in December. As well, a post-review is common. For example, the Winter Fiesta Committee met to review and analyze the results and discuss ways of improvement.	
Conflict issues involving parents and students are first dealt with by the teacher, and then referred to the principal if the matter is not resolved. It is difficult to say in general how effective this is as it depends on the conflict. However, one gauge might be the high retention rate of students.	**Student Retention Rate 96%**
Effective conflict resolution involving teachers is also difficult to measure, but the average teaching years at Columbia is high. On average, teachers have 11 years experience at the school and there is a very low turnover rate.	**Low Teacher Turnover Rate**

Involvement of Staff

Indicator: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?*

Findings	Supporting Evidence
The existing structures described in the previous section involve staff and faculty through shared responsibility and assist with collaboration. The Coordinators' Council meets weekly. Staff meetings are scheduled monthly for each division and PD is used to combine all divisions and manage change.	**Coordinators Council Minutes** **Staff Meeting Minutes**
Accountability has consistently been achieved for WASC accreditation and the Ontario Ministry of Education inspection process. Student learning is evidenced by successful outcomes that include a low failure rate, a very low dropout rate, a 100% university/college admissions rate, Ontario Secondary School Literacy test results, and MOS (Microsoft Office Specialist) certification results.	**Achievement Data** **Student University Destinations Spreadsheet**

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and teaching global citizenship.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies?*

Findings	Supporting Evidence
The school leadership consists of the principal and the Coordinators' Council (CC). The CC meets weekly and is the key component of the leadership that regularly reviews existing processes in order to promote student learning. In the past, program changes have included creating an ESL stream, creating a 7/8 junior program with shorter classes of 55 minutes, creating a "Credit Rescue" form to improve parent/guardian contact for students at-risk, revising the 7/8 homeroom program to include the Six Pillars of Character, and increasing the number of teaching assistants in the primary grades.	**Coordinators' Council Agendas and Minutes**
The elementary division meets frequently to discuss ways of scaffolding instruction, particularly in the areas of math and English so all students can be successful. This is something new that was done to improve consistency across instruction in grades 1 to 6. These "Learning Sprints" will be extended to the Junior/Senior division in 2020.	**Learning Sprints**
The school leadership has undertaken to improve the reputation and marketing communication process. An outside consultant was hired in the Fall of 2019 to review all brochures and school promotional materials. The outside consultant will also survey teachers, staff, students, parents and school community stakeholders to recommend improvements that will strengthen our global image.	**Marketing & Communications Consultant**
These improvements together with the successful continued operation of the school and 100% university/college acceptance rate of the graduates evidence the effectiveness of this learning community.	

Child Protection

Indicator: The school has clearly defined leadership responsibilities for child safety and duty of care.

Prompt: *Evaluate the clarity and effectiveness of the defined leadership responsibilities for child safety and duty of care.*

Findings	Supporting Evidence
Columbia IS ensures child safety and duty of care through the responsibilities of the principal, the Coordinators' Council (CC), and all teachers and staff. The office staff includes two attendance counselors (K – 6 and grades 7 – 12) who ensure that all attendance matters are communicated with the parents/guardians on a daily basis. This information is shared with teachers and administrators. The school employees a nurse who follows up on matters concerning allergies, medication, infectious diseases, injuries, clinic/hospital visits, vaccines, and the annual health check. The health check is conducted by visiting doctors, nurses, and health professionals every Spring. Columbia has entered into a counselling support relation with the (TELL) Tokyo English Life Line that provides students and parents with counselling services, the school with emergency support services and training for our school community.	**Attendance Records** **School Nurse** **Annual Health Check** **Community Healthcare Organizations**
The CC discusses child protection issues 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 to these organizations.	**Tell Tokyo English Life Line** **Teacher Contracts**
The principal is responsible for the hiring of teachers and the employment contract clearly states – Section 1: Teachers should: a) teach diligently and faithfully those subjects assigned by the principal, c) maintain, under the discretion of the principal, proper order and discipline in his/her classroom and on the school grounds, and q) to not participate in any social activities with any student. Additionally, the majority of teachers are licensed to teach in Ontario by the Ontario College of Teachers. Advisories are issued regarding social media usage, and other matters connected to the changing environment. Teachers must abide by the "Professional and Ethical Standards for the Teaching Profession" and be members in good standing.	**The Ontario College of Teachers (www.oct.ca)**
All of the above items are clearly stated and effectively share communication regarding child protection issues. There have been no child safety issues in the current/past WASC cycles and the school enjoys a reputation within JCIS of being a safe and friendly environment.	

Interconnectedness of the School to the World

Indicator: The school leadership involves staff in assessing the school's interconnectedness to

the world to promote a globally minded culture.

Prompt: *Evaluate theses processes and the results in relation to the school's interconnectedness to the world to promote a globally minded culture.*

Findings	Supporting Evidence
The school leadership supports a variety of activities to promote a globally minded culture. Examples of continuing programs are organized visits to international destinations: a high school in Hong Kong, Habitat for Humanity trips (e.g. Cambodia, Malaysia, Thailand), a trip to Canada for grade 11 students to visit universities in British Columbia, and an exchange trip with a school in Thailand. As well, visitors from other countries tour the school and are guided by student council representatives. E.g. China, Thailand	**School Trips and Exchanges**
The school leadership discusses programs in the weekly CC meetings, as mentioned in the above section. For example, teacher participation in visits to international destinations is encouraged and recognized by the recently added benefit of a travel stipend. Input from teachers and staff is welcomed through email or via the principal's open-door policy.	**Coordinators' Council Agendas and Minutes**
The processes in place for enhancing the school's global interconnectedness function well. The diversity of the student population provides opportunities on a daily basis for the sharing of different cultures. The continued successful operation of Habitat for Humanity is an excellent example of this.	**School Demographics Data** **Annual Habitat for Humanity Since 2012 (except 2015)**

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.

Indicators with Prompts

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence

As for teacher hiring, when a position becomes available, it is preferred that potential teachers have at least a Bachelor of Education in the division being applied for. Furthermore, potential teachers are preferred to be a member of the Ontario College of Teachers (OCT) and are in "Good Standing".	**School Website (www.columbia-ca.co.jp), Principal, Executive Director, Ontario College of Teachers (www.oct.ca)**
It is also to potential teachers' benefit if they have additional qualifications that meet the specific needs of the position being applied for (i.e., special education, math, ESL) and that these qualifications have been acknowledged by the OCT.	**Additional Qualification Courses**
Previous teaching experience is also acknowledged when considering the hiring of potential teachers.	
It is understood by the staff, both administration and teachers, that the principal of the school will determine whether the qualifications/statutory requirements of potential and current teaching staff is adequate to be employed or continue employment at Columbia International School.	**Principal**
The employment practices and policies practiced by the principal are effective as teacher satisfaction survey results from both students are parents are favourable.	**Student & Parent Surveys**

Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
Each year in December, the school ensures that all applicable teachers have Ontario College of Teachers (OCT) licenses that are valid and that membership fees for the new teaching year have been paid.	**Ontario College of Teachers (www.oct.ca)**
Every two years, the school arranges CPR training for teachers on a scheduled professional development day. At these CPR sessions, techniques for addressing life threatening emergencies, such as choking and heart failure are addressed.	**CPR Training (Tokorozawa Fire Department)**

Professional development opportunities for teachers are also frequently posted on bulletin boards in both main and elementary office. These professional development opportunities can be subject related and be attended by teachers to further strengthen their teaching practices.	

Child Protection

Indicator: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

Prompt: *Evaluate the effectiveness of the recruitment policies and procedures to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults.*

Findings	Supporting Evidence
It is the preference of the Executive Director of the school that teachers are certified by the Ontario College of Teachers.	
In order to become a member of the Ontario College of Teachers, (or any Canadian College of teachers) proof of identity needs to be made by submitting one or more of the following documents: birth certificate, passport (must list all names to be accepted), Certificate of Indian Status or Indian Status Card, certificate of baptism if born in Québec or in Newfoundland or Labrador before January 1994, Permanent Resident Card (front and back), Canadian immigration record and visa (front and back), Record of Landing (front and back).	**Identity Check**
In addition to providing proof of identity, the Ontario College of Teachers (or any Canadian College of teachers) requires that potential candidates for membership submit a Canadian Criminal Record check performed by members of the police at a local, regional, or national level.	**Criminal Background Check**
	Educational Background Check
Lastly, the Ontario College of Teachers requests that transcripts or verification letters for potential members are submitted for inspection. These documents must be issued by the institution themselves.	
	Principal

Occasionally, teachers are hired that do not have OCT certification. The principal teachers are carefully screens these teachers and reference checks are conducted prior to any offer of employment.	

Indicator: The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

Prompt: *Evaluate the effectiveness of the code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children.*

Findings	Supporting Evidence
For teachers, Section 1 - Duties of the Teacher in the teacher's contract addresses behaviour that is appropriate for adults towards children. It states that teachers should: a) teach diligently and faithfully those subjects assigned by the principal, b) encourage the pupils in the pursuit of learning, c) maintain, under the discretion of the principal, proper order and discipline in his/her classroom and on the school grounds, and d) to not participate in any social activities with any student.	**Teacher Contract**
As for Japanese staff members, once a decision has been made in regards to hiring and contracts are negotiated, a document that outlines an expected code of conduct is reviewed by the employer and hiree. Having conferred with Japanese staff members, this document contains a general set of workplace expectations that reflect the norm of a workplace environment.	**Japanese Employee Code of Conduct Document** **Pillars of Character**
As for the behaviour of children towards other children, Columbia has adopted a Six Pillars of Character approach. The Six Pillars of Character are Citizenship, Trustworthiness, Fairness, Caring, Respect, and Responsibility. These concepts are taught to students through carefully crafted criteria, making them understandable to students in kindergarten through to highschool. The school expects that	

students practice the Pillars throughout their school days with not only their peers, but with teachers and other staff members.	**Parent Survey**
The code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children is effective at Columbia International School as parents in the parent survey felt that students consistently followed rules and practiced good manners. Parents also felt that Columbia is a safe and comfortable environment for their child(ren) to learn, join activities, and make friends.	
The draft and staff safety code and guidelines is in a review process to ensure that a safe comfortable learning and working environment continues to exist for all school members.	**Draft student and staff safety document**

Indicator: The school provides training for all faculty and staff in the implementation of child protection policies.

Prompt: *Evaluate the effectiveness of the training for all faculty and staff in the implementation of the child protection policies.*

Findings	Supporting Evidence
Currently, several teachers and staff have attended professional development sessions and training focused on child protection policies. During this WASC cycle, one team is currently reviewing our child safety protocols and means to continue to provide staff training.	Staff profile PD list

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
The principal is responsible for assigning positions to staff	**Principal**

members. In this decision process, the principal will select teachers with the educational expertise and experience background and grade or course understanding that best suits the position.	
The school website list the current teaching staff at Columbia International School and their assigned teaching position.	**School Website**
Due to the size of the school and the number of teachers employed, occasionally roles assigned to teachers are not an exact match, but teachers are expected to be flexible and prepare with the help of colleagues for their upcoming role.	
The process for teacher assignment is effective, as in the parent survey, parents agree that a high quality and meaningful curriculum is being delivered to their child. This opinion of the parents could only be established if teachers were qualified and prepared for their responsibilities.	**Parent Survey**

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
For Japanese staff members, there is a code of conduct document that potential staff members review when contracts are being negotiated. This document is written in Japanese. When enquired what this document exactly entails, specifics like working hours were explained and general expectations of professionalism for working in an office/school environment were outlined.	**Japanese Office Staff Code of Conduct Document**
The DUTIES OF THE TEACHER are explained in Section 1 of the teacher contract: a) To teach diligently and faithfully those subjects assigned by the Principal.	**Teacher Contract**

b) To encourage the pupils in the pursuit of learning.
c) To assist in developing cooperation and coordination of effort among members of the staff and school.
d) To maintain, under the direction of the Principal, proper order and discipline in his/her classroom and on the school grounds.
e) To instruct and to communicate to the pupils information with regard to discipline and the management of the school.
f) To conduct his/her classes in accordance with the timetable which has been approved by the principal.
g) To participate in staff meetings as required by the Principal.
h) To participate in Professional Activity Days as per the school year calendar.
i) To participate in, without additional pay, up to four per school year recruitment activities such as sample recruitment lessons, recruitment fairs, school visits and open school days as scheduled. These activities may be scheduled on Saturday, Sunday or public holiday and may be videotaped.
j) To attend at least 2 PTSA functions per contract year.
k) To teach, if required and by mutual consent, at Saturday School. In this event compensation adjustments will be made to the teacher's timetable or salary to reflect the change in working conditions.
l) To prepare lesson plans, teaching plans and course outlines as required by the Principal.
m) To notify the Principal if he/she is to be absent from school and the reason therefore. If an absence is due to illness or accident and exceeds one day the Teacher may be required to provide a medical certificate verifying that the Teacher was medically unfit to attend work.
n) To deliver the student records, school work product, the keys and other school property in his/her possession to the Board when his contract has expired, or when for any reason his employment with the Board has ceased. If the Teacher refuses on demand or order of the Board to deliver to the Board any school property in his possession, he forfeits any claim that he may have against the Board.
o) To only use and permit to be used as textbooks in his/her class those textbooks approved by the Ontario Ministry of Education and Training in all subjects where such approval is required.

p) To not, without prior written consent of the principal: i. Engage in any form of business or employment other that the employment under this agreement whether for remuneration or not. ii. Participate in any social activities with any student. q) To participate and cooperate in the recruitment of new students. r) To normally be on campus from 8:30 to 16:00 during the regular school day; however it is understood that additional hours for professional and administrative duties may be required. s) To be a member in good standing of the Ontario College of Teachers, t) To immediately report/bring to the School Administration any offer of serves/gifts of any significant value (please see teacher handbook) to the Employee by any students, suppliers and any other persons having similar connection to the school.	

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?*

Findings	Supporting Evidence
In the Elementary Division of Columbia, administration/teacher meetings are held twice a month on Mondays from 15:00 to 16:00. At these meetings, upcoming school events are discussed and planned. In addition, if a colleague has attended any recent professional development, he or she will be given an opportunity to share what was learned with others. If there are any changes with regards to how the school day is carried out, it will be discussed at the staff meeting as well.	**Divisional Staff Meetings**
Up until the 2017 school year, all teaching staff used to partake in Impact Cycles on a yearly basis. In an Impact Cycle, teachers would partner with other teachers in their	**Impact Cycles**

division and choose a specific area of their teaching that could be improved. Once a specific teaching area was selected, teachers in the impact cycle would research means to achieve improvement. Often, these means came in the form of a new teaching strategy or a new teaching resource. Once an approach to the problem was achieved, teachers would implement the strategy or resource and document student data for a predetermined amount of time. Afterwards, participating teachers in the impact cycle would determine how impactful their efforts were on their teaching practice. The targeting, planning, process, and data would all then be presented to colleagues on a scheduled in-school professional development day. Some of the focuses for past Impact Cycles have been: demonstrating math comprehension through journals, reducing repetitive activity in P.E. classes (i.e., stretching), how to incorporate the right kind of writing conventions in written reading responses, and using AWL (academic word list) Vocabulary.	
Presently, the Elementary Division has shifted from Impact Cycles to Sprints. At their core, Impact Cycles and Sprints and similar. The main difference between the two lies in the amount of time it takes for their completion. Typically, it takes about three months to start and finish an impact cycle, whereas it takes a little over a month to complete a Sprint.	**Sprints**

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
N/A	

Support of Professional Development

Indicator: The school 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. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

Prompt: *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the*

schoolwide learner outcomes? Provide evidence and examples.

Findings	Supporting Evidence
Columbia strongly encourages its staff to seek out and attend professional development opportunities. At staff meetings, the principal often reminds staff that there is a budget for professional development and that it should be used.	**Professional Development Budgeting**
Professional development opportunities for teachers are posted on the bulletin boards in staff rooms or other via email, which is usually sent by the principal. Professional development events offered through a variety of organizations such as EARCOS, JCIS, TAIP JALT hosted within the greater Tokyo area are usually paid for completely by the school.	**Greater Tokyo Area Professional Development Opportunities**
If posted professional development opportunities are not beneficial to a teacher, he/she may seek out his/her own professional development. This professional development often comes in the form of additional qualification courses, which are usually instructed by Canadian universities within a Faculty of Education department. Columbia has a policy where it will reimburse teachers fifty percent (up to 100 000 yen) of the cost of an additional qualification course.	**Additional Qualification Courses**
Lastly, if the type of professional development sought after by the teacher is timely and expensive, for example a Masters of Education, it can be discussed with the principal and proprietor of the school to determine whether funds will be given to the teacher to pursue said professional development opportunity.	

Indicator: The school supports professional learning of the staff that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem solving.

Prompt: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

Findings	Supporting Evidence
The Ontario education program values global competencies skills and embeds activities in regular course curriculum that help students develop global competency skills. Resources to	GLOBAL EDUCATION FOR ONTARIO LEARNERS:

help teachers help students in developing global competency skills are offered to teachers through the Ministry of Education online platform (edugains, Capacity building series) Further professional development opportunities in developing the global competencies of the students are posted on the bulletin boards of the main and elementary offices. Teachers may ask to attend these opportunities. Otherwise, the professional learning of the staff is driven more by what the teacher feels may be lacking in the classroom. To use an example, if a teacher is struggling to deliver quality math lessons, he or she may choose to take an online math additional qualification course from an Ontario university. The principal will then determine whether the school will financially support this professional development pursuit.	PRACTICAL STRATEGIES Edugains http://ilr-ria.cforp.ca/ILR/GC/interface.html

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The principal makes regular walkthroughs of all divisions to ensure that teachers are conducting their classes in a professional manner. During the walkthrough, the principal will occasionally enter classrooms and engage in brief conversations with students to gauge whether they are content and comfortable in the class and that their school lives are proceeding as expected.	**Principal Walkthroughs**
In the April of 2016, the principal arranged for the teaching staff at Columbia (both English and Japanese educators) to attend a Visible Learning conference, which John Hattie himself was presenting at. At this conference, teachers were able to gain some insight into influences on student learning and the degree of each influences' impact on student learning. By being exposed to these influences and their impact on student learning, teachers were able to assess their own teaching practices and plan to make adjustments in areas that	**Visible Learning Conference w/ John Hattie**

would positively impact student learning.	
As mentioned before, once a year, teachers in the Elementary Division are required to complete a Sprint. Specifically, Sprints are a means for teachers in groups to target an area of their teaching practice that needs improvement, create a plan to address said problem area, collect student data prior to implementing plan, implement plan, collect data after a predetermined period of time after the plan's implementation, and evaluate how beneficial the plan has been to student learning and whether that plan should be continued or revised.	**Sprints**

Additional Online Instruction Prompt: *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A	

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning, e.g., developing the students' global competencies.*

Findings	Supporting Evidence
The 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.	**WASC Teacher & Staff Survey**

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.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
The school hosts annual meetings continuously throughout the year to discuss, plan, and organize calendars and numerous events. For these meetings, staff members, teachers, and PTSA members attend in order to discuss and create the plans. They collaborate together in order to produce events that best reflect student interest and learning. Also, throughout the year we have different events where teachers and PTSA members meet to plan how certain events will be organized and carried out. PTSA members are very involved throughout the year, especially at our Winter Fiesta event where we have bazaars and student performances. Therefore the school has an effective process of organizing events and meetings to have all stakeholders come together and collaborate in order to create a memorable experience for the students.	**Office, Teacher, and Parent Meetings**

School Plan Correlated to Student Learning

Indicator: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: *How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?*

Findings	Supporting Evidence
Teachers continuously assess outcome of student achievement. Through hard evidence teachers adapt lessons to fit the needs of individual students. There are observations based through the principal class drop-in to ensure student success which anecdotal support and suggestions are provided to the educators. Consistent meetings which must be recorded amongst teachers take place to evaluate student academic success.	**Teacher Lesson Plans, Course Outlines, Student Work, Academic Tracking, Staff Meeting Minutes**

Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

Findings	Supporting Evidence
Office staff and teacher meetings for each division are held twice a month. If a teacher has attended professional development or done an Impact Cycles/Sprint, he or she will be given an opportunity to share their process and findings to teachers, who will then take this information into account when discussing future goals for school improvement. In addition, there are many PD days which account for the opportunity for discussion and planning towards ongoing school improvement.	**Divisional Meetings, Staff Meetings**

Correlation between All Resources,Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: *Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
At the end of the last WASC cycle, several items were identified in an action plan: ESLRs, data collection, inclusion of stakeholders, efficacy of ESL support, technology and online resources, non-digital resources, and social development. The ESLRs were revisited in a PD session held	**WASC Action Plan 2014**

in July 2017. Data collection has continued for the English/ESL common assessments and benchmark reading tests. For a number of school events (e.g. the annual Winter Fiesta) a committee of stakeholders is scheduled to meet that includes teachers, staff, students (usually student council members) and members of the PTSA. Online resources are available through school membership (e.g. Readtheory, IXL, Caribou Contest, RAZ) and these websites are delivering additional support. Lastly, social development is supported through the homeroom program. There have been some changes in the middle school program since the last WASC cycle (Six Pillars of Character, Homeroom project) that address social development issues that are relevant for this age group. In conclusion, the principal oversees the efficient allocation of time/fiscal/personnel/material resources to enhance student learning and the learner outcomes.	**Memberships for Online Resources**

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.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical student learning needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
There is a resource bookshelf in the staffroom where there is an abundance of resources available to teachers of different grades. These books are used to help support with the school's missions/achievement as well as student success. They provide many educational strategies in order for students to reach the outcome of the mission – becoming critical thinkers and expanding towards an open mind-set. Strategies based on	**Resource Bookshelf, PLC opportunities provided by the school, Online Resources**

the findings from these resources help staff to provide direction and advice to the students in order for them to succeed in their achievements. Staff has been bringing in extra resources to support direct achievement of the students. We also have a school library which supports student learning and assists their success criteria. These resources help support students in order to accomplish certain goals and missions for themselves when needed. The resources available also support differentiation in the class room for both extra and extended supports. There is also different professional learning conferences that are available for the teachers. We are able to go to these to support certain areas of struggle or areas on student achievement.	

Practices

Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Prompt: *Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
Managed and controlled through the accountant of the school. An audited Japanese budget is available on sight.	**School Accountant**

Facilities

Indicator: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Prompt: *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals, and educational program.*

Findings	Supporting Evidence
School hallways are equipped to match the needs of younger students. The handrails are attached to match the height of little children and feasible to support their size. The school is also equipped with AED machines in the gymnasium in which all staff have received training on operation of such machines. Outside grounds are maintained by the custodial staff. They ensure that after summer holidays the grounds are cleaned and	**Stairway Handrails, AED Machines, School Nurse**

cut to ensure the safety of students. Staff and teachers also maintain grounds as needed throughout the year. The office staff also arranges all fire and alarm systems to be checked and updated three times a year. The on-campus nurse also provides health and safety for students and assists accordingly and effectively when needed. All buildings meet the safety requirements of Japan.	

Child Protection

Indicator: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

Prompt: *Evaluate the building and facility design, layout and use with respect to child safety and protection.*

Findings	Supporting Evidence
The building has a main security guard who monitors the entrance where all students, parents, teachers, and visitors enter and exit. Their duty is to report any visitor who approached the school, and to get clearance from office staff before allowing visitors to enter the school. There are fences that remain locked throughout the day that guard the entrance of the elementary building. Parents and visitors do not have granted access to use the entrance of the fence and must go to the main entrance to be cleared by the guard first. The building is equipped with security cameras both internally and externally in many areas which record any activity in and around the building. There are also emergency evacuation routes and doors around the school. The students are well educated and have been informed about the concept of needed to use escape routes.	**Main Gate Security Guard** **Locked Fences** **Security Cameras**

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and*

laboratory materials for instruction.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction.

Findings	Supporting Evidence
We have moderately effective policies and procedures in order to obtain the materials needed. The school provides manipulatives as needed. There is a request form approved by the principal in order to purchase any textbooks, printed materials, or manipulatives as needed. Technology is controlled through the IT department, who make efforts in order to have computers that are enabled to perform up to date software and adequate technology tools. The IT department takes control in determining different needs of certain technology and technological tools in the classrooms. T he survey of teachers on instructional materials and equipment revealed that this is an area that could be improved. Policies and procedures were seen to be moderately effective (2.9/5). In conclusion, the principal ensures that needed materials, equipment, software, and textbooks are acquired and maintained	**WASC Teacher & staff survey**

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.*

Findings	Supporting Evidence
Decisions of hiring process, nurturing, and resources for professional development is under the discretion of the principal. The principal provides staff members with multiple professional development resources which enable ongoing professional development for the teachers. The school also provides financial support in taking additional qualification courses online as requested by the teachers. On average teachers are present at this school for 8 years	**Principal**

which corresponds to a teacher a retention rate of 93 percent . The support from the staff and resources provide comfortable nurturing and professional experience for teachers which can be reflected through the low turn-over rate and long-term staff present at the school.	

A7. **Resource Planning Criterion**

The governing authority and the school leadership execute responsible current and future resource planning.

Indicators with Prompts

Long-range Resource Plan

Indicator: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Prompt: *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning.*

Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.

Findings	Supporting Evidence
Details of the budgetary processes remains at the discretion of the proprietor. The school has had a 32 year history of financial stability and 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 resourcing of annual education supplies is delegated to the discretion of the principal and systems are in place to facilitate teacher and classroom resource needs to support student success.With teacher input annual textbook, workbook and other classroom resources are pre-ordered through the Elementary office. The school is well resourced and all resource requests have been approved this fiscal year similar to past years. The resourcing system used at the school (small school on demand approach) provides for a flexible, responsive, action oriented resource	Executive Director BMT meetings doc Resource order form. Annual resource order doc Ontario Private schools accrediting doc. Ontario Schools report

plan focused on meeting schoolwide student needs. Columbia International School is annually inspected by the Ontario Canada, Ministry of Education to ensure that the school is resourced to ensure successful delivery of each courses and pathways for student success. Teachers and staff are not informed about financial reserves in case of natural disasters and/or economic fluctuation. However, there has not been a single incident of a teacher being released due to economic constraints since 1998.	

Use of Research and Information

Indicator: The governing authority and the school use research and information to form the master resource plan.

Prompt: *To what extent do the school leadership and staff use research and information to develop the long-range plan?*

Findings	Supporting Evidence
Leadership and teachers and staff attend a variety of professional development (Earcos, Japan council of international schools) and educational trade fairs Makharuri ed tech fair) to review the latest information in educational resources that support student success. Ontario Ministry of Education supplies a list of approved learning resources such as textbooks, workbooks, and online resources to support student success. Ontario subject teacher associations provide teachers with a review and recommendation for further support resources to support student success. Annual textbook workbook school supplies and classroom needs are ordered, with teacher input, directly through the Elementary office To make an auxiliary resource request the teacher needs to fill in an order request form and seek approval from the principal.	Ontario Trillium list Ontario teachers associations Order Request Form Elementary supply order doc

The office staff will complete the ordering process. All order requests have been approval this fiscal year	

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

Findings	Supporting Evidence
Teachers decide the resources they use in class based on students' needs. Useful resources are shared in the teacher/ staff meeting, email, and PD. Parent interview is held each term and that is an opportunity to know how students are using school resources at home. The school has been working with evaluating the resources, and now has less changes to the resources used in class. Although teachers are always seeking for new and useful resources that is suitable for the students.	**Meeting Agenda** **Emails** **Order Request Form**

Informing

Indicator: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
The Saitama Prefecture (State) Department of Education has approved granted Columbia high school "Gako Hojien status" . Columbia has met the financial, safety, health, and educational requirements to receive public education support funding.	Gako hojien certification Gako hojien financial statements (Japanese)

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the

developmental program.

Prompt: *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
The school occasionally joins the festivals and educational fairs to increase the publicity of itself. The school has programs and events to provide opportunities for people outside the school to come and see the school. (The school also has 18 PEP schools (Priority Enrolment Programs) which promotes the enrolment of students.)	**School Website - www.columbia-ca.co.jp** **Meeting Minutes**
Open School is held twice a year for those interested in entering the school. Presentation is given in each division followed by class viewing time. Students, parents, and alumni students are asked to join, and guests are welcomed to talk to them.	**School Website - www.columbia-ca.co.jp**
Summer Program and Saturday Program are designed to give non-member students an opportunity to study at an International school as well as member students to widen their community involvement. Through the program, many students apply to regular programs.	**School Website - www.columbia-ca.co.jp**

ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Columbia IS is an effective organization for school learning. The school's purpose is clearly defined and presented to stakeholders. Governance at the school is comprised of a simple structure that adequately meets the school's needs. However, the actual members and explicit responsibilities of the governing authority could be more transparent. School leadership is adequate. Teachers strive to improve their teaching pedagogy, but resources in terms of budgeting and acquisition could be further improved.

Prioritize the areas of strength and growth for Category A.

Category A: Organization for Student Learning: Areas of Strength

- School purpose criterion is explicit

● School leadership has existing policies that make communication and planning effective
● The screening process for potential teacher hires is thorough and ensures that only qualified teachers are considered for positions
● Teachers are proactive in further developing and refining their teaching practices to ensure school improvement is occurring

Category A: Organization for Student Learning: Areas of Growth

● The school community's understanding of the governing authority's role could be further clarified to stakeholders
● Budgeting for resources could be more transparent
● Instructional materials and equipment are resources that could be acquired more frequently and maintained more effectively
● More effective marketing strategies to promote the school and student enrollment

Category B: 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.

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

Prompt: Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curriculum review cycle.

Findings	Supporting Evidence
Columbia International School's (CIS's) curriculum is based on the Ontario Ministry of Education which is updated on a continual basis. In addition, CIS has used current educational research to	- Ontario Ministry of Education Curriculum - Edugains - Visible Learning

incorporate the use of best practices into the classroom in order to prepare students for college, career, and life.	- EARCOS Teachers Conference

Teachers at CIS have attended trainings and seminars that provide instructional and engagement strategies that encourage student learning and professional growth. K-12 Impact cycles and or Learning Sprints completed about once a year on a continuous basis.	- JASCD Try it on Monday
	- Meeting Minutes
	  - Impact cycles and or - Learning Sprints
	  - Sprint Data

CIS provides opportunity for teachers and administrators to have round-table discussions concerning best practices in the classroom as well as encouraging collaboration and student growth.	- Individual Professional Development - PLC (Professional Learning Communities)
Columbia has scheduled professional development days in which teachers present what they have learned while attending seminars based on current educational research.	- School events, field trips, pillars of character, learning skills journal, extra-curricular activities, clubs http://www.columbia-ca.co.jp/en/elementary/elementary-calendar/
Teachers in each division collaborate and use that information to create lessons, common language, pacing guides, and assessments.	
The Elementary Division has groups in place for this purpose.	
All divisions at CIS use a variety of online resources to monitor student learning. Students also have the opportunity to participate in a number of activities to foster social, physical, mental and emotional growth.	- Easy Grade Pro Software - Bookworm, Raz-Kids, Class Dojo and Edmodo. Google Classroom

Academic Standards for Each Area

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international*

standards.

Findings	Supporting Evidence
Assessment and Evaluation is based on Ontario standards for students in grades K-12. Resources and reporting follows Ministry of Education guidelines. We have been inspected by the Ontario Ministry of Education every year since 1988 in order to ensure that we are meeting the stated standards We have been accredited by the Ontario Government Curriculum since 1988.This results in an inspection report, upon which adjustments are made to the program to better meet the standards.	● Ontario Ministry of Education Curriculum ● Course Outlines ● Year Plans/ Elementary

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
NA	

Embedded Global Perspectives

Indicator: The school leadership and certificated staff ensure that global competencies,[2]

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[2] Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological, environmental, and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to

perspectives, and issues are embedded within the curricular areas.

Prompt: *Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.*

Findings	Supporting Evidence
Global issues and perspectives are integrated into the Ontario Ministry of Education curriculum in every subject area and at all levels. The Columbia Learner Profile outlines the skills and knowledge that Columbia students will need to be Global Citizens in the 21st Century. The CIS Elementary division has monthly assemblies in the gym rewarding students who are successful and giving students from grades 1-6 the opportunity to discuss and give feedback on what they did success-fully in the past month (related to the learning skills and pillars) and what they could work on for next time The CIS Elementary division Columbia Cares program aims to teach students the importance of being local and global citizens. Garden; local clean-up activities. Community Outreach activities also include performing our Fiesta show to local retirement homes in the Tokorozawa city area. (Next to our school). The CIS Junior division has recently set aside one Homeroom class per week that can be used to foster positive character traits, as well as their social and emotional development. CIS Junior division emphasizes the importance of Pillars of character in a logbook and through homeroom activities. Monies raised from various student fundraising activities from kindergarten through high school are used towards the Habitat for Humanity program. In CIS Senior division students need to attain 40 hours of community service in order to obtain their OSSD (Ontario Secondary School Diploma) when they graduate. We promote and share a common global perspective of education with our sister schools in Asia through various events.	• Ontario Strategy for International Education • Columbia learners pillars of character • Habitat for Humanity Program • Columbia Cares Program • Community Outreach events • Reflection logs (Grades 1-6) • Volunteer Outreach Community Program (10-12) • Graduates Overseas Trip • Lertlah International School (Thailand) • Delia International School (HK) • International Dormitory Students

Congruence

function effectively in an interdependent world.

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Prompt: *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
We are assessed by the Ontario Ministry of Education, assessing and inspecting the congruence between what is taught and the academic standards annually. Afterwards, the inspection results in a report, upon which teachers and administration reflect upon, and make changes according to the recommendations. Project based, both individual and collaborative is encouraged at all levels. Various aspects of the Columbia Learner Profile are incorporated into such work, and assessment is based on skills such as communication, computer presentation, organizational skills are emphasized. Primary and Junior Divisions have been holding meetings discussing student learning and common language throughout elementary to ensure they are being taught the necessary skills, concepts and academic standards to progress with success to the next grade. CIS Junior High students write a Final Common Assessment (CA) in Grades 7-10 for English literacy. CIS High School Students participate in a standards based literacy test (in Ontario, called the OSSLT) for Grade 10 students. Any students who do not pass the test must take a literacy course in order to achieve their OSSD (high school diploma).	Students in Grades 4-10 participate in a Science Fair or Design Challenge contest in which many aspects of the learner outcomes can be evaluated. Columbia Learner Profile CIS Elementary displays Skills/Pillars responses related to their day-to-day life at school in the elementary building ● Reading and Writing success criteria ● Vertically aligned SC ● Year plans OSSLT/OLC These incorporate all areas of curriculum standards, and SLOs. Term Calendar Course Syllabi

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students' awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which students are aware of their own learning and the purpose of the work connected to a standards-based*

curriculum and the schoolwide learner outcomes.

Findings	Supporting Evidence
We are assessed by the Ontario Ministry of Education, assessing and inspecting the congruence between what is taught and the academic standards on an annual basis. Afterwards, the inspection results in a report, upon which teachers and administration reflect upon, and make changes according to the recommendations. Teachers implement assessment strategies for, as, and of learning. Students are encouraged to self assess, peer assess, listen to teacher feedback, and assess students' evaluation. Students engage in the scientific inquiry process, which incorporates elements of self and peer assessment of communication, and types of thinking.	● Science Fair ● Grade 8 Science Reflection ● Self- Assessment Continuum ● The CIS elementary "Pillars of Character" wall ● Grades 4-6 Math, Music, Reading and writing response journals ● Evidence of Learning Goals and Success Criteria ● Ontario Curriculum Documents (Specific Expectations) ● Course Outlines (Student Descriptors)

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students toward achieving the standards.

Prompt: *What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students toward achieving the standards.*

Findings	Supporting Evidence
Through awareness of our students backgrounds, we are better able to adjust the teaching methods and learning goals to create an effective learning experience for all students. The students have a wide variety of ethnic, cultural, and academic backgrounds. Knowing that most of the students are from Japanese backgrounds, and others, such as Chinese, Thai, etc.with varying levels of English the teachers work together to identify the needs of the individual students, and assign programming based on those needs. ESL teachers meet with homeroom teachers to discuss student needs. For Elementary students there is a pull out program for ESL students to cover skills needed for basic communication and literacy skills. For Junior High school there are two streams for certain subject specific courses, such as Science, Math, Social Studies, and English. Students with lower English abilities are placed in ESL core subject specific courses, where they have an opportunity to have access to the curriculum, but at a pace, and difficulty suited to their level. In Senior High School, students with lower English abilities participate in an ESL course, instead of the regular English course. All other courses are taken together with the students in the same grade. Students in the ESL program, both Junior and Senior, have an opportunity to bridge to the mainstream English curriculum through the ESL Promotion Criterion. Since 2015, fifteen students collectively from the Junior and Senior programs have attained mainstream English curriculum status. School non-attendees are encouraged to follow the class blogs. Alternative credit attainment is provided for students to attain their 40 credits for Diploma Achievement.	● Demographic Data ● ESL support/program in elementary ● Mentor program ● Homework club ● Modified curriculum for ESL learners (math and Language) ● Homeroom Interview ● Japanese class and JSL classes ● Grade 1-3 ESL Class everyday ● Grade 4-6 ESL support 3 times a week ● Class Blogs ● ESL Promotion Guideline ● Virtual High School

Acceptable Student Achievement

Indicator: The school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes.

Prompt: *What evidence demonstrates a school's identifying and defining performance indicators in order to monitor acceptable student achievement of the academic standards and the schoolwide learner outcomes?*

Findings	Supporting Evidence
A wide range of standards are in place throughout the curriculum grades K-12 based on the Ontario Ministry of Education requirements. As such assessment and evaluation standards are based on the relevant performance indicators. The annual inspection by the Ontario Ministry of Education also provides performance indicators to emphasize areas of strengths and weaknesses. CIS Junior High students write a Final Common Assessment (CA) in Grades 7-10 for English literacy. CIS High School Students participate in a standards based literacy test (in Ontario, called the OSSLT) for Grade 9 students. Any students who do not pass the test must take a literacy course in order to achieve their OSSD (high school diploma). Junior High and Senior High students from Grades 7-10 write a Caribou math contest to evaluate student achievement in relation to students around the world. The music program displays various levels of student achievement in a certain topic areas throughout grades 1-6 The elementary division follows expectations for each subject as outlined in the Ontario Curriculum documents.	• Ontario Achievement Chart • Report Cards • Grades 7-10 for English literacy • OSSLT / OSSLC • CIS Junior High students Final Common Assessment (CA) • Caribou Math Contest • Microsoft Office Expert Certificate • Bookworms Independent Reading Program • Reading A-Z level checks; Benchmark Assessments • Reading, writing, math, pillar SC responses

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.*

Findings	Supporting Evidence
Integration of disciplines is facilitated through summative and formative assessments such as project work based on the learning objectives determined by the Ontario Ministry of Education. The results from a survey of teachers indicated that there is a	Teacher Perception Data

high level of integration among elementary teachers and limited integrations among junior and senior teachers. CIS emphasizes the importance of learning goals and success criteria for different subjects in each lesson. A common language is used to guide students and teachers. Self and peer feedback is incorporated, appropriate to the task at hand.	

Curricular Review, Revision, and Evaluation

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the effectiveness of the school's curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Findings	Supporting Evidence
Teachers are kept abreast of changes in the elementary and secondary curriculum through online Ontario government resources and the results of the Ontario Ministry of Education inspection reports. For example, in the 2014 inspection. Teachers attend Professional Development workshops and courses in order to keep up to date with current educational policies and practices.	Ontario Ministry Curriculum Growing Success Teacher Profiles Hattie Workshops Ontario Additional Qualification Courses etc.

Collaborative Work

Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Prompt: *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

Findings	Supporting Evidence
A wide range of standards are in place throughout the curriculum grades K-12 based on the Ontario Ministry of Education requirements. As such assessment and evaluation standards are based on the relevant performance indicators. The annual inspection by the Ontario Ministry of Education also provides performance indicators to emphasize areas of strengths and weaknesses. Current collaborative strategies include Visible Learning,	Impact cycle Learning Sprints

which encourage teachers to reexamine curricular design, assessment, in various subject areas and within/across specific divisions. For this has resulted in specific initiatives such as the use of common language throughout different grades and subjects as well as other teaching reading strategies.	

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Prompt: *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

Findings	Supporting Evidence
The findings from a parent and student survey reveal perceptions regarding curriculum from the three divisions: elementary, junior and senior. A wide range of standards are in place throughout the curriculum grades K-12 based on the Ontario Ministry of Education requirements. As such assessment and evaluation standards are based on the relevant performance indicators. The annual inspection by the Ontario Ministry of Education also provides performance indicators to emphasize areas of strengths and weaknesses. Teachers are kept abreast of changes in curriculum through online resources and PD meetings.	Parent Survey Results Student Survey Results

Additional Online Instruction Prompt: *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
N/A	

Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
The Counseling Department sends 4 year plans, schedules for each year, and changes in schedules home for parent signatures and approval. Parents receive emails, phone calls and schedule meetings with counselors often. The Counseling Department sends 4 year plans, schedules for each year, and changes in schedules home for parent signatures and approval. Parents receive emails, phone calls and schedule meetings with counselors often. Articulation and Follow-up Studies. The Counseling Department coordinates University visits each month to meet with recruiters to discuss college opportunities.	University Recruitment Visits Columbia Open school Alumni Talks Homeroom Interview Graduates Survey

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.

Indicators with Prompts

Research-based Knowledge

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
All teachers and staff attended the John Hattie Visible	- Learning goals and Success

Learning conference held in Tokyo in March 2015.	criteria
All teachers take part in impact and or Learning Sprint cycles each school year and report their findings to staff at PD sessions	- Student survey - PLC Meetings - Earcos Conferences - TIOM
Sites such as Edugains are promoted by administration to enhance teacher professional development on the current research-based knowledge.	- AQ courses - IB certification courses - Online Masters programs - Internet Resources (i.e.
Teachers can learn about the latest trends of technology used in education called the Try It Out On Monday event.	edugains)
Teachers have the option of taking part in online courses to develop their professional knowledge according to their needs and interests.	- Impact Cycles - Learning Sprints (elementary)
Teams of teachers attend the annual Teacher Earcos Conference.	

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
N/A	

Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Prompt: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence

Teachers employ a wide range of formative assessments and teaching strategies in order to accommodate the needs of individual students and groups of students in a dynamic and reflective manner. The results of such assessments help improve learning.	- Gr 8 Homeroom Interview - Gr 8 Goal Setting Form - Learning skills interviews grade 6 - Course Surveys - Math Journals- Grades 4-6 - Impact Cycle 4-6 Math - Reading/ Writing Response journals Impact Cycle - 40 Book Challenge journals - Columbia Learner Profile - Course Achievement Charts - Course Surveys - Caribou Math - Reading Benchmark Assessments
Student reading levels from A-Z, are checked and tracked from grade 1-6 each term which guide instruction.	
Students meet with their homeroom teachers to discuss progress in their learning goals and skills periodically.	
Course surveys are taken by students in junior to senior divisions at the end of the term. This data is collected to help improve the planning process of formative assessments.	
Our school employs formative assessments "For", "As" learning as well as summative assessment "Of" learning. Examples include peer and self assessments and teacher feedback. Such course surveys are used by teachers in the Junior and Senior divisions to make improvements.	
A framework is provided for students from elementary to high school in order to improve their English skills. The English Department has begun more structured, planned meetings in the past few years in order to accommodate students with various backgrounds and ages. The end goal is to prepare students for college and to communicate fluently in English. There is an emphasis on this skill in all subjects and is a part of the assessment and evaluation at Columbia.	
Learning Skills Checklists are used to serve as guides when talking about achievement of the learning skills in the elementary and junior divisions.	

Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Prompt: *Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and*

application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Findings	Supporting Evidence
Ongoing attempts are made to collaborate within the elementary division to vertically align subject specific curriculum. Also, impact cycles and teacher meetings encourage teachers to share teaching strategies, assessment strategies, technology and methods. Middle school and high school subject coordinators, through collaboration with teachers, create and develop the unit plans. In kindergarten and elementary school teachers can share instructional methodology, especially with new teachers. This practice must, however, be strengthened for both kindergarten and elementary teachers, and implemented in middle school. The Subject Coordinators in order to develop unit planning, provide feedback and suggestions to improve UbD unit plans, and ensure that student learning is central to the unit. More time in the schedule is needed for teachers and staff to regularly discuss curriculum and plan for instruction at the classroom and divisional levels. Currently there is no systematic method to track and assess the effectiveness of collaboration.	- [PLC (Professional Learning Community) Meetings](#) - Divisional meetings K-6 - Teacher meetings - Meeting minutes - CIS elementary google drive account and MS Office shared resources

Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt: *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
All teachers have taken ample amounts of professional	- [Teacher Profiles](#)

development courses to keep their certifications current. Many teachers do seek professional development opportunities and are continually working to improve teaching and learning in their classrooms. Some of our faculty have earned or are working towards advanced or specialized degrees or diplomas and have implemented teaching methods to enhance the delivery of curriculum.	- Edugains - WASC conferences - Administration/ EARCOS - Teachers/ EARCOS - TIOM (Take it Out On Monday) - Ontario AQ Courses - Cross training with other schools (Delia) - School representatives attending Earcos conferences in Tokyo and abroad. - Impact Cycles - Learning Sprints - internal PD sessions- impact cycle sharing, sprints - Columbia Learner Profile

Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Prompt: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.*

Findings	Supporting Evidence
Students demonstrating critical thinking, knowledge acquisition, application, and technological skills. For example, the yearly Science Fair Challenge encourages students from grades 4 through 10 to engage in an authentic, and experiential learning process involving stages of design, application of knowledge, problem solving and critical thinking. In addition, students communicate their ideas to peers and teachers and assess each others' work. In Grade 8 Art, students learn about Japanese pottery in	- Science Fair photos - Grade 8 Jomon Pottery - - Photo Displaying student work - Newsletter - PT Communication (class dojo, Edmodo, Google classroom - Exit tickets

which students need to apply knowledge to create their own Jomon pot using traditional techniques. Outcomes (SLOs) are at the core of each unit plan and are frequently returned to and shared with students. The instructional strategies used at Columbia International School aim to put the student at the centre of the classroom, thus making him or her actively involved in the learning process. Students are encouraged to synthesize their previous knowledge and skills with new ideas and perspectives in order to investigate and solve problems and build deep understandings. Learning is a collaborative effort, in which student-student interaction is central and in which the teacher's role is to scaffold and facilitate the learning process.The aim of our instructional strategies is to change the student mindset from a fixed stance to that of a growth mindset. The effect of this is visible in the classrooms and in student work of all school levels. Students are engaged in a wide range of activities that guide them towards attainment of the academic standards and the SLOs. Kindergarten students can be observed exploring phonics, numbers, and other key concepts through the use of a variety of hands-on materials and activities. Aided by thematic unit plans and through play-based learning, students take an active role in developing skills and understandings.	- Journals (reading, writing math, pillars of character, learning skills) - Portfolios (electronic portfolios) Seesaw - Student Work Examples

Additional Online Instruction Prompts: *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.*

Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.

Findings	Supporting Evidence
N/A	

Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
Technological skills are integrated within lesson plans and	Kahoot - student and teacher

learning skills when deemed to be appropriate both academically and developmentally. The Columbia Elementary has received google chromebooks, a few of which remain in each classroom at all times to facilitate learning, and the remaining are available for class computer time. Grades 4-6 have one to one access of Google Chromebooks. New CIS Junior students in grade 7 are given a computer orientation session in which they are paired with a more experienced student in grade 8 to learn survival skills in Junior High. Teachers use a shared google calendar, drive and tabbed homework page which can be accessed from either homeroom teacher's blog. Students in Junior High and Senior High can share folders or documents with teachers using Google Drive, or Office 365. They also become familiar with office products: MS Word, MS Excel, and MS PowerPoint through direct and indirect curricular instruction. Students in Senior High also have the opportunity to take the Microsoft Office Expert Certification in grade 11. A number of assignments require the use of technology skills and know-how. Students must be able to navigate a number of sources to seek information or share it with others. Parents can be kept up to date on their child's behaviour through Class Dojo and contact their students' teacher.	created Raz-Kids Reading Edmodo and Class Dojo for teacher - parent -student communication Using Google accounts for each elementary class 4-6 Google chrome accounts Coding.org Academic Skills Builder Starfall ABCya IXL Xtra Math- Prodigy for math Typing club Quizlet.com Mentimeter.com Google slides for presentations Ms Word, Excel Microsoft 365 Seesaw- building a student portfolio

Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
Using hands-on, student centered activities, teachers encourage students to develop their critical thinking and problem solving through the application of information and skills learned in the classroom. This type of assessment is mandatory in all courses and across all grades from	Science Fair Caribou Math Contest Project based Work Sample Grade 6

elementary grades to high school.	Story cubes
In Junior High and Senior High students' assessments are designed to measure various types of thinking skills including knowledge, thinking, and application.	
Junior and Senior teachers use an achievement chart for each subject to build success criterion rubrics to guide students and challenge them to utilize their critical thinking skills for success.	
Every year, students in grades 4 through 10 participate in an annual science fair, in which creative, critical thinking, problem solving skills play an essential role in their success.	
Students in Grades 7 to 10 are encouraged to participate in the Caribou contest to develop critical thinking and problem solving skills.	
Primary students use story cubes in English and drama to help build language skills and promote creative thinking throughout their daily activities.	

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
N/A	

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
All courses are expected to make available to students the learning goals and success criteria and use them to guide instruction and assessment tools.	Course documentation

Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
Students in Junior High and Senior High School have interviews with their homeroom teacher a minimum of once a term to discuss such issues. Teachers also give ongoing feedback. Results from a Junior High and Senior High survey revealed a range of 7.5 to 7.9 out of 10 when asked whether your teachers worked with you to develop your learning skills and work habits. Students in the elementary division are encouraged to begin understanding the expected level of performance based on interviews with teachers, learning logs, and other various strategies.	- [Gr 8 Homeroom Interview](#) - [Course Surveys](#)

Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
Different learning preferences are catered to across all subjects and school-levels. Multiple ways of delivery of content are meted out across all curriculums (ie., Primary to Senior) to help/aid all learning styles. Strategies for meeting all students' needs would also include collaborating with colleagues, cultivating consistency,	CIS Junior - -Cooperative Learning • Debate • Demonstration • Direct Teaching

developing a student-centered mindset, setting aside time to focus on study skills and extra support, utilizing multiple forms of assessment, drawing on other professionals' expertise and partnering with families.	• Think/Pair/Share • Think/Pair/Draw • Four Corners • Graphic Organizers • Group Work/Individual Work • Learning Centres • Jigsaw • Rapid Writing • Role Play

Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
All grades (Primary to Senior) use course textbooks as one resource of many, including web-based media, collaborative activities, field trips and guest speakers.	Junior Quizlet.com Readtheory.org Quizstar.com Typingpal.com Typingclub.com MS Word MS Excel MS PowerPoint www.dictionary.com www.thesaurus.com ------------------------------------- Collaborative Activities: • Cooperative Learning • Debate • Demonstration • Think/Pair/Share • Think/Pair/Draw

	• Four Corners
	• Graphic Organizers
	• Group Work
	• Jigsaw
	• Role Play

	● Out of This World Literacy
	   ● Seesaw
	   ● A-Z, Raz-Kids, Headsprout
	
	   ● Google Classroom
	   ● Pillars assemblies to focus on the 6 pillars of character.
	   ● Field trips to promote learning outside of the classroom.
	   ● Columbia Cares Program

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
N/A	

B3.   How Assessment is Used Criterion — Reporting and Accountability Processes

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.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Prompt*: Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
The primary purpose of assessment at C.I.S. is to improve student learning. Teachers at Columbia use the Growing Success Document in Ontario to achieve this goal. Following the fundamental principles outlined in the document, teachers use practices and procedures that aim to be fair, transparent and equitable for all students. Students with various needs are supported, such as those who are learning the language of instruction (English). Lessons are planned to relate to the curriculum expectations and learning goals. Success criteria is made with the students and timely feedback is given to them, so they can know how they are doing then make appropriate next steps. Our school employs formative assessments "For", "As" learning as well as summative assessment "Of" learning. Examples include peer and self assessments and teacher feedback. Columbia has effective procedures to determine the bases of students' grades and performance levels with the implementation of a solid assessment policy, standardized assessment rubrics for all summative assessments, and a school-wide grading scale. Student assessment is tracked from year to year. At the middle school level, standardization of grading and lack of bias is ensured with consistent grading calibration meetings and cross-marking.	● Ontario curriculum assessment policy ● Ontario curriculum grading scale is used- levels 1-4 in elementary ● Rubrics with criteria and levels 1-4 ● Follow Growing Success Document- Ontario 2010 ● Easy Grade Pro ● Classroom Tracker 4-6 ● Edmodo Tracking ● Teacher Blogs ● Google Classroom Classes ● PT Conferences ● Triangulation

Basis for Determination of Performance Levels

Indicator: The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
An area of strength at CIS is the use of the Ontario curriculum and the clearly defined assessment policy used across all grades that align to expectations (standards). Another strength is the tracking of said expectations across grades and subjects as well as the desired Learning Skills. Reporting: Information is communicated clearly to parents at the beginning of each school year and at other appropriate	● Ontario curriculum assessment policy ● Sample rubrics from various subjects and grades 7-12 ● Student work samples ● Junior Division Meetings

times throughout the school year. Teachers in the elementary division also communicate as needed throughout the school year. In each class/subject descriptive feedback that is clear, specific, meaningful, and timely is given to support improved learning and achievements. Students are taught to develop self-assessment skills to enable them to assess their own learning , set specific goals, and plan next steps for their learning.	(Learning Skills) ● English Common Assessment ● Learning Skills Evaluation

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
N/A	

Modifications based on Assessment Results

Indicator: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Prompt: *Comment on how assessment results have caused modifications in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
Based on some assessments, teachers and staff allocate resources or make modifications in order to meet the needs of the students. Differentiated Instruction, is one method of accomplishing this task, as well as opportunities to further develop teacher skills in a particular area. Middle school modification for science fair.	● Professional Development (Visible Learning Workshop by John Hattie, ESL courses, AQ Courses, TIOM, ESL training, etc.) ● ESL pull out - push in throughout all grades ● ESL modified courses

In the elementary division assessment results drive modifications to the program, teaching methods, and resource allocation. Firstly, areas where increases in student learning are needed are identified and then professional development, such as taking Ontario Additional Qualifications, is undertaken. All teachers in the elementary division have challenged impact cycles and learning sprints, to create resources that enhance student learning in a particular area of need. The math, reading and writing journals are examples of this. Proceeding into the future, impact cycles and/ or learning sprints will continue to focus on how to increase student learning and skills as a core goal.	(ESL Science / ESL Math) in Junior High ● OSSLT preparation ● OSSLC Course ● Grade 4-6 Journals for <u>math,</u> reading and writing

Additional Online Instruction Prompt: *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
N/A	

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
Columbia International School has clearly defined assessment policies, standardized assessment tasks across all classes within a grade level, and assessment rubrics for all assessment tasks aligned to standards, goals and SLOs at four different achievement levels. Additionally, grading calibration meetings, and a consistent grading scale across school-levels. An area for growth within the school is the determination and tracking of desired individual growth levels. The elementary grades from 1-6, have recently, April 2019, implemented a tracking system for each student's reading level progress. This google doc was created for the purpose of monitoring each student's progress and so subsequent	Report cards SLO Reading and writing boards <u>K-grade 8 learning pillar and skill log</u> <u>G1-6 Reading Level Tracking</u>

teachers can quickly understand the reading levels of their new students and plan accordingly. The elementary and Junior divisions have a system in place to teach and track learning skills and pillars of character which are part of the Ontario curriculum and our schoolwide learner outcomes.	

Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, schoolwide learner outcomes, i.e., global competencies.)*

Findings	Supporting Evidence
Parents are kept informed on student development in multiple ways. They have opportunities to meet with teachers at least once each term in person through interviews, or can contact the teacher through their email address, through the school, or through software such as Edmodo or Class Dojo. In addition, report cards are issued twice per term in senior division. And, once per term in the elementary and junior divisions.	• ESLRs • Parent teacher conference • Teacher student interviews • Report cards • Office blog • Credit rescue • PTSA meetings • Class Dojo • Edmodo

Security Systems

Indicator: The school employs security systems that maintain the integrity of the assessment process.

Prompt: *Evaluate the selection of and the use of proctors, the security systems for text documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Since all teachers are licensed, and maintain their membership in a professional organization, they have all received training on fair assessment methods. In high school, tests, midterms, and final exams are collected, and each teacher is individually responsible for the security of his or her assessments. The following are methods of security	• Supervise examinations • Usual examinations protocol • OSSLT Exam Protocol is followed • Teachers survey

for the tests; online security of documents and locked in file cabinet or desk. This form of security has worked for the school thus far without any breaches of security, so at the moment the school believes that due to this, a more formal system is not needed.	● Trevlac
Report card marks are submitted electronically, and double checked by each respective teacher in order to ensure accuracy.	

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.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Prompt: To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?

Findings	Supporting Evidence
Using the Ontario Ministry of Education curriculum, teachers to assess according to four categories: knowledge, thinking, application and communication. In addition, through formal and anecdotal interactions learning skills (responsibility, organization, independent work, initiative, collaboration, self-regulation) are assessed from elementary to high school.	Course rubrics Exemplars Collaborative Work Informal student-teacher interviews Course Surveys
Teachers use a variety of assessment strategies: performance, observation, and interviews. (Triangulation)	
CIS strives to achieve fairness, transparency, equity, and consistency when assessing, evaluating, and reporting of student learning. The Growing Success document serves as a guide to achieve these outcomes. Students are measured on	

how well they achieve the learning goals of a standard set of criteria which includes the categories: knowledge or understanding, thinking, communication, and application. Teachers are well versed in employing different assessment strategies to evaluate skills as specified under the government of Ontario's curriculum which may or may not include global competencies. Teachers make decisions concerning specific global competencies by considering its applicability to the situation. Specifically, teachers might consider the age, maturity, ability, and subject specific requirements when designing assessment strategies for global competencies. To support student learning, teachers at CIS: Share learning goals and success criteria to help students develop a clear understanding of the quality of work that meets the performance standards in Ontario. Share samples of student work that represent different levels of achievement. Provide students with multiple opportunities to receive, give and use descriptive feedback from their teachers, peers and self. Teach students to set their own goals and monitor growth in relation to the learning skills, work habits, and curriculum expectations. An example of students following this process include the grade six opinion essay assignment. They wrote an opinion essay about a modern problem facing society. Units assessed monthly (elementary).	Rubrics (Jr. and Sr) Grade 6 opinion essay/ rubric/ writing process/ success criteria

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt*: Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence

A variety of assessments provide ample opportunity for teachers to assess student achievement under the Ministry of Ontario's education system. Teachers evaluate the knowledge and skills of students under specific categories: Knowledge/Understanding, Thinking, Communication and Application, along with the Achievement Levels and Learning Skills.	- Projects (Science Fair) - Common Assessment Student Example Essays (Jr. and Sr.)

Additional Online Instruction Prompt*: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
N/A	- -

Modification/Decisions based on Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings	Supporting Evidence
There is no formalized system to analyze assessment data over time in the Senior High program. Use sprint system and impact cycles for the elementary. For example- Grade 4-6- Based on the analysis of student work in math and reading responses, it was deemed an area of weakness within the program. Impact cycles were undertaken in consecutive years to first address math, 2015,	Bookworms Independent Reading program Read Theory Online reading Program

followed by reading responses in 2016.	
Columbia math, reading, and writing response journals were created which have improved math and reading levels based on collected data.	Report Cards End of term Cohort Data Collection (Jr/Sr)
40 Book Challenge implemented to increase students' time spent reading relevant material; all genres covered	
Learning sprints have been introduced into the elementary divisions . Teachers from 4-6 and K-3 work together on short sprints to enhance student learning in an area of perceived weakness. Data from 4-6 learning sprint on increasing student participation across all subjects.	
K-3 learning sprint- increasing focus in the classroom.	

Looks at:
 	
   -   Student surveys
   -   Course surveys
   - English Dept - performance data	

Currently there is a defined method of collecting assessment data for analysis upon the level of literacy skills in the English language for students from grades 7 through 11. Students are evaluated in their reading comprehension and writing skills. However, such information is not currently being utilized to make changes in the teaching, professional development activities, and resource allocation.	Impact Cycle data for grades 4-6. Math, writing, reading journals.
Data is regularly collected for analysis in order to make changes and curriculum related decisions including instruction, professional development activities and resource allocation. Based on the needs of the school and at the recommendation of the principal, teachers may opt for additional training as the opportunity and relevant courses become available.	
Teachers, based on their own professional judgement, and that of the principal and the school may opt for particular training from the end of term to term.	

Teacher Feedback to Students

Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

Prompt: How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?

Findings	Supporting Evidence
Teachers provide timely feedback to assist students achieve	- Math/Science Journals

their learning goals, academic standards, and schoolwide learner outcomes through a variety of methods including written form and oral discourse.	- Learning Logs - Student-Teacher Conferences - Parent Teacher Communication (Progress Reports, Edmodo, Class Dojo, Email, Parent Teacher Conferences, Learner Support Form) - Feedback (Sr. ESL examples)
Homeroom teachers may also use learning skills logs which encourages students to reflect upon these skills in order to achieve academic success.	
Grade 4-6 reading, writing and math journals are designed to give students feedback in a timely fashion. Students can also self and peer assess with those journals.	
Students can take this formative assessment and make next steps to improve learning and fulfill learning goals.	Coupled with feedback and goal setting SMART goals, students are taking ownership of their learning.

ACS WASC Category B. Curriculum, Instruction, and Assessment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Columbia International School's curriculum is modelled after the Ontario Curriculum, which ensures that the information students are learning is educational, relevant, and challenging. Columbia International School (CIS) has used current educational research to incorporate the use of best practices into the classroom in order to prepare students for college, career, and life. Professional development remains an active primary focus of the teaching staff to improve both student and teacher learning. Various PD events in the Japan and South Asia area (i.e., EARCOS) are attended by Columbia teaching/leadership staff on an annual basis. The assessment processes at Columbia are effective. They are well founded on a diagnostic, formative, and summative level, as outlined in the Growing Success Document (2010). Assessment strategies are diverse (i.e., rubrics, checklists, anecdotal notes, test/quizzes, etc.), allowing students of various learning styles to demonstrate their understanding and mastery of the curriculum. Teachers evaluate the knowledge and skills of students under specific

categories: Knowledge/Understanding, Thinking, Communication and Application, along with the Achievement Levels and Learning Skills.

Prioritize the areas of strength and growth for Category B.

Category B: Curriculum, Instruction, and Assessment: Areas of Strength

- Implementing the student self-assessment sequence where…
    - Learning goals are introduced
    - Success criteria is collaborated on and created together
    - Peer and self-assessment occurs
    - Teacher descriptive feedback is given
    - Individual learning goals are created to reach next steps
- Strong collaboration process in the Elementary Division where teacher pedagogy is continuously improved through impact cycles, learning sprints, and curriculum coordinating with the overall aim of enhancing student learning
- Junior Division shares information and holds meetings on individual student performance in terms of their learning skills, behaviour, and academic performance at least once each term (Link to G8 Teacher Anecdotes 2019-2020 and G7 Teacher Anecdotes 2019-2020).
- The ESL Program has been largely successful in getting English Language Learners up to speed and capable of joining mainstream classes. (ESL Promotion Criterion)
- Online access to resources and learning materials (i.e. IXL Math, Caribou Contest, RazKids etc.)
- Communication with parents, regarding expectations, reporting, and next steps is closely monitored using the Ontario Curriculum

Category B: Curriculum, Instruction, and Assessment: Areas of Growth

- A more comprehensive cohesiveness for curriculum planning amongst divisions and through subjects.
- Have evidence for student assessment over time to prioritize learning outcomes which would be available to all teachers to aid in future lesson planning
- Creating individual student portfolios from kindergarten through grade 12 that are cohesively accessible by all teachers and administration staff
- Focusing more on schoolwide learner outcomes (Successful learners, Resourceful Thinkers, Effective Communicators, Global Citizens.) and making these objectives more accessible to the students on a continuous basis

Category C: Support for Student Personal and Academic Growth

C1.   **Student Connectedness Criterion — Personal and Academic**

Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

Prompt: *Evaluate the availability and the adequacy of services, including intervention and referral services, to support students in such areas as health, career and personal counseling, and academic assistance. Determine if there is appropriate application of assessment tools and processes for determining interventions.*

Findings	Supporting Evidence
Health: (Elementary and Junior/Senior) The school nurse logs all incidences and action regarding treatment, and keeps a record of the injury until it is completely healed. According	Student University Destinations Excel Spreadsheet Student at Risk Forms (main

to her log book 1493 students consulted with her during the previous school year. 137 were kinder, 1083 were elementary, 125 were junior, and 148 were senior students. Nurse Consultations April 2018-March 2019 These numbers also include summer school students from July to August. This is recorded in the nurse's log book located in the elementary office in the nurse's desk. However, the nurse is often not on site during after school sports and weekend events, as these fall outside of her regular working hours. The school has a first aid kit for coaches and recommends having at least two staff at these events. There is also a list of clinics that describes what they treat and their hours. There was a meeting to address these issues, but as of yet only a few of the recommendations have been implemented. The school has an annual health check, and the date for the Health Check is marked on the school calendar. The nurse is in charge of the health check, and she does follow up with students requiring further medical checks and confirms that parents follow up. Health Check Follow Up   She provides a list of recommended specialised doctors depending on the health issue. The health check results can be found in the Office Team folder or the Nurse's folder on the school network. The health check results are kept on file for at least 5 years, but we have been keeping the files for the past 10 years. Ms. Ashley Oros is the dorm assistant and she is in charge of bringing dorm students to the hospital/clinic and monitoring their health.

(Elementary and Junior/Senior High School) The school keeps a record of student allergies and restricted foods. This information is recorded on an Excel Document and shared among the teachers. Also the nurse checks for any illnesses or allergies before the health check. If she requires more information she will contact parents. The nurse prepares a First Aid kit for school trips, attends whole school field trips, and she participates in professional development to keep abreast of policies and school age care.

(Elementary and Junior/Senior High School) All the teachers and staff were qualified for emergency response (EFR Certification) 3 years ago, in addition we have qualified instructors at the school. All teachers and staff were recertified for CPR in 2018. The school conducts a fire drill/earthquake once per term, and the student body is insured in case of injury or accident. The school has a budget

office) Nurse's Log (elementary office),

Annual Health Check documentation,

19-20 New Term Information Excel Spreadsheet (Office) includes allergies and health issues,

Office E-mail Record for Mental Health Issues,

Student Files,

Admissions Officer Mr. Tetsuya Morimata Japanese Universities, Homeroom University Research, Counselling E-mails from office staff (to Mr. McCliggott),

Learning Support Forms,

Ms. Ashley Oros Dorm Assistant: emails on dorm student health, personal counselling, CPR certificate

Annual Parent Survey

allocated for emergencies such as fire and natural disasters.

Assessment: In the area of health, the school has adequate intervention and referral services during regular school hours, but lacks adequate intervention and referral services for activities that occur outside of regular school hours. Data from the parent survey indicates that 78% of kinder/elementary and 71% of junior/senior parents agree that Columbia provides a safe and comfortable environment for their child. This indicates that parents are relatively satisfied with the current system that we have in place during regular school areas.

Career: (High School) In the area of career, the school provides basic intervention and referral services, mostly focused on post secondary education. This connects to our ESLER's of Academic success. The school has a Guidance Officer (Darcy Fleming) who advises students regarding university applications overseas. Tetsuya Morimata is responsible for Japanese university applications. The school keeps a record of student destinations after graduation. [Student University Destinations](#)   The school has an active alumni who interact with the current student body and parents regarding study abroad. Homerooms in the high school division do university research. [Post Secondary Choices](#) These forms are kept in the Guidance Folder in Office 365. and Gr 12 students make an appointment and meet with Mr. Fleming regarding their university applications. The school also provides volunteer opportunities for students and employment opportunities for Columbia alumni through the Saturday School and Summer School programs.

Personal Counselling: (Elementary) The head of elementary (Yuki Osawa) offers counselling, and homeroom teachers handle day to day issues. More serious issues are dealt with by the homeroom teacher and Ms. Osawa, and parents are involved if deemed necessary.

(Junior and Senior High School) Homeroom teachers meet with students after school once or twice per term. In the Junior Division, 54% of students who answered the Course Survey felt there was usually or always an adult at the school who they felt they could comfortably go to for support. In the High School, 56% of students who answered the Course

Survey felt there was usually or always an adult at the school who they felt they could comfortably go to for support. A member of the office staff with training in the field also serves as a guidance counselor. The principal also provides counselling and meets with parents if deemed necessary. Ashley the dorm assistant offers counselling for the dorm students.

Assessment: In the area of personal counselling the school has adequate intervention services, but needs to have a more established system in place for referrals.

Academic Assistance: (Elementary) In the area of academics, the school has adequate intervention and referral services for students who are struggling in their classes, but do not have these in place for students who may have special needs (Annual Parent Survey Question 8 - Teachers and school programs offer good feedback and learning support for my child.). However, this is made clear to parents when they enter the school. As well, interventions implemented can be evaluated to assess their effectiveness (e.g., the mentor program). Data collected from the Junior/Senior Mentor Survey indicates that 60% of students participating in the mentor program have noticed an improvement in their marks, and 80% feel that their learning skills have changed or improved. In the elementary division 67% of students participating in the program have noticed an improvement in their marks and overall academic performance, 33% feel that their learning skills have improved, and 83% feel positive about the program. Junior/Senior Survey Results Elementary Survey Results

Information on student learning challenges are shared through e-mail, media platforms (Ex-Google Classroom, Class Dojo, Edmodo) or handwritten student/teacher/parent journals. Grades 2-6 use learning logs to track learning skills and pillars of character, there's a mentor program for students in Grades 3-6, and there's an elementary division ESL support teacher. In the Elementary section 85% of elementary (parents agreed that the teachers and school programs offer good feedback and learning support for their child. 90 % of elementary agree they can easily contact the school about a concern and receive prompt support.

(Senior High School) In the area of academics, the school has adequate intervention and referral services for students who are struggling in their classes, but do not have these in place for students who may have special needs. However, this is made clear to parents when they enter the school. As well, Interventions implemented can be evaluated to assess their effectiveness (e.g., mentor program) as although we feel they have a strong benefit, we don't have evidence to support this. Information on student learning challenges are shared through e-mail. Students complete learning support forms and have learning skill interviews with their subject teachers. Learning goals and success criteria are built into lessons, and we have an ESL program and ESL support program in place. There is a credit rescue program in place to identify students who are not meeting course expectations. A form is sent home to parents to identify the area(s) in which the student is struggling and identify next steps. Learning Support Form These forms are kept in the main office and student success is tracked on the Learning Support Program tracking form. Learning Support Program Tracking There is a mentor program for the Junior High School program to assist those students who need extra help. Mentoring is also available to high school students on a case by case basis. According to the school survey, 80% of Junior and High school students are aware of the mentoring program.In the Junior and High School section 71% of parents agreed that the teachers and school programs offer good feedback and learning support for their child.	

Additional Online Instruction Prompt: *Comment on the availability, adequacy, and appropriateness of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address

retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
(Elementary) With the exception of a few students, our student body is made up of mostly of ELLs. Due to the nature of our school, students will need ESL assistance – accommodation – in every class until they graduate. The elementary has Pillars of Character and Learning Log programs to help students become better learners and global citizens. Reading logs and math journals also help support students in their learning. Elementary staff also have sectional meetings to discuss how the curriculum can be adapted to suit the needs of the students.For example, teachers have conducted impact cycles and learning sprints. Raz Kids, personalized Xtra Math and Edmodo allow students to continue learning outside of the classroom. Students can complete work assigned by the teacher and data can be easily monitored and recorded. Through this, students have a personalized program to help them further their learning. For RAZ kids; over the past month (June 2019) students from the grade 2 and 3 classes have 3 students reading between aa-c levels, 10 students between d-j levels, 18 students between k-p levels, and 5 students between q-t levels. 100% of students are able to draw conclusions, 87% able to identify genre, 81% make inferences, 71% understand cause and effect, 68% know the difference between fact/opinion. The 'Out of This World Literacy' program offers students a package to further their personal literacy skills. Elementary has begun tracking students in the criteria of reading accuracy, comprehension, and vocabulary. The information is useful in identifying areas of student needs and allows teachers to create personalized approaches to learning. For example: In grade 6 Term 2 2019, 58% of students score 59%	(Elementary) Learning Skills and Pillars of Character Examples (as well as an actual pillars display) can be found at the entrance of the elementary school and in front of the year 1 middle school classroom. Xtra/RAZ kids/ Edmodo/ Google classroom reports and Trevlac stats. Elementary Reading Running Record Sprint Data Recorder 2018 Math Journals collected by grades 4-6 teachers. Ontario Numeracy Test (Junior/Senior) Independent Reading Logs English/ESL common assessments. ESL Promotion Report.. OSSLT results. Individual teachers collect and interview students based on forms. Teachers interview students/parents based on 'at risk' behaviour, forms kept by office (Learning Support Form WASC.docx). Online course credit (Ontario file).

or lower on the vocabulary portion of the assessment.	
85% of parents surveyed agree teachers and school programs offer good feedback and learning support for their children.	
Teachers have done an adequate job of personalising approaches to learning and alternative instructional options which allow access to and progress in the Ontario curriculum.	
(Junior/Senior)	
The school leadership and staff have done an adequate job of personalising approaches to learning and alternative instructional options which allow access to and progress in the Ontario curriculum.	
Our junior high school program (grade 7 to grade 8) is made up of two streams: those students who have attended our school from elementary / junior high school or enter the school with a high proficiency in English – English stream – or upon entering grade 7 or 8 are identified as needing additional ESL support – ESL stream. In the junior program, the ESL and English stream classes are combined for Physical Education and Art in order to promote inclusion between the streams.	
Our high school program has an ESL class made up of any students from grades 9-12 who do not have enough English ability to be in the regular English class. They have 2 periods of ESL a day, plus 1 period of class with the other students in their grade. The Ontario Literacy Test results will also give us some feedback on the effectiveness of the ESL program as we will have a better idea of the areas we need to focus on. One way we will be able to assess the students is to monitor and collect data on individual students: how quickly are they transitioning from the ESL program to the English program and how successful they are once they enter the English program. Some of this data will be gathered through our school's common assessments, which are given every term in the ESL / English classes and will allow us to measure how individual students entering the English program perform compared to their cohorts already in the	

English stream.

The junior and senior programs have learning support forms and at risk forms to help keep students on track with their learning skills and to make parents and students aware of students who are unsuccessful. Learning Support Form Senior students also mentor the junior and elementary students to assist them in their learning.

For any courses that are not offered in the school, students can take online. They receive help from their teachers and their grade goes into the OSSR.

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
N/A	

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
(Elementary) The elementary has language support based on teacher assessment of language ability. If students need support, they are sent to the ESL teacher for one period each day to work on those language skills. Students who are new to Japan are required to attend a special class offered in Japanese to introduce them to the language. The	(Elementary) Elementary Reading Running Record RAZ- Benchmark Passages 07\78 Parent/teacher conference forms data are available. JLL assessments. Mentor Program Report(Twist).

Jen Bengel reading program, 'Out of This World Literacy' assessment is an example of student language assessment. Reading A-Z also supplies assessment of language ability. Japanese teachers assess students on their ability to read, speak, and write Japanese. For the general student body there is an hour long homework 'club' (3 days a week) available where students can maintain involvement/ learning outcomes as well as receive teacher assistance and support. There is also a mentor program available to students who require one-on-one and small group support during Homework Club. At the present time there are 9 students in grades 1 to 5 who are paired up with a Jr. or Sr. student once a week. Assessment: Adequate: Elementary has a wide range of programs and activities that have a direct relationship to student involvement and learning. The processes that are used to identify underperforming students are sufficient in identifying their needs through assessment. (Junior/Senior) The high school has implemented a Learning Support Program. Students who are at risk of not earning a credit are identified at any time. A form is filled out and signed by the teacher. This form is translated by the office staff and then sent home to the parents to be read and signed by the parent and the student. Returned forms are kept on file and data is tracked. According to the most up to date data, the average success rate of the program (e.g., students earn the credit) is 50%. (Learning Support Program WASC.docx) There is a mentor program that enables students, in grades 9 through 12, who mentor in the elementary, to obtain community volunteer hours. The mentoring program started in March 2006 and since April 2018, the grade 7 and 8 students also have help on Wednesdays in Mentor Homework Club. The school has a Guidance Counsellor whom the grade 12 students meet with at least once to	(Junior/Senior) Learning Support forms and At-Risk forms (Learning Support Program WASC.docx) Mentor Program Report. University Destinations Spreadsheet

discuss, advise, and prepare for applying to international universities overseas and in Japan. Office Manager assists in students applying to local universities in Japan. (University Destinations Spreadsheet) Assessment: The processes used by the school to identify and intervene on behalf of under-performing or struggling students is adequate but more interventions are needed.	

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?*

Findings	Supporting Evidence

Curricular and co-curricular activities are linked to the Ontario curriculum and the schoolwide learner outcomes. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.In the Elementary program, after school clubs are offered to students from the 2nd term of grade 3. Clubs run everyday from approximately 3:00 to 4:00, with the exception of Mondays. Clubs offer a range of activities from academic, creative, tech, and athletics. Some clubs bring in outside professional instructors. There are also several connected annual tournaments. Within the school all students participate in the Reading Buddies program, which pairs Upper Elementary with Lower Elementary grades. Students participate in a month-long /year- long Reading Challenge events. Columbia Cares is a series of events and activities in which the students in the Elementary interact in the community and partake in charitable work. As part of Columbia Cares, all proceeds from the elementary garden go to support the Habitat for Humanity charity. Columbia International School also hosts an event called EPAC, (English Performing Arts for Children) in which other Kindergartens are invited to put on a show for the school. A Halloween event is also hosted in which is open to the public to promote inclusion. The Elementary program also has the Pillars of Characters. Students complete Reflection Logs. There are monthly consolidation events and an annual summation event to reinforce the importance of the Pillars. The Elementary also has several program-wide trips throughout the year These include a hiking trip and a ski trip. Each class goes on approximately 3 field trips throughout the year. There is extensive office documentation/records of these trips as well as photos/text entries/school blogs.	Elementary Club Activities Involvement Spreadsheet, Archival Photos (Reading Buddies), Record of Books Read, 40 Book /Reading Challenge Posters and Booklets, Archival Photos, School Newspaper, and Blog (Bi-annual neighborhood cleanup). Confirmation Faxes for Community Activities, Board Display of Student Work, Archival Videos and Photos (Pillars of Character Assemblies), Student Artifacts, Student Survey, Yearbook, Volunteer Hours Tracking Sheets, Habitat for Humanity Records, School Field trips Excel sheets, Field Trip Permission Forms, Office lists and documentation, PTSA site/blog, ISSTA calendar, Permission forms for After School Sports / Events, Student Garden Sales

To support academic growth, the school encourages teachers to include experiential learning (e.g., field trips, guest speakers, / instructors) to support classroom learning. 69% of Junior students and 63% of Senior students feel field trips and / or guest speakers inspire or motivate them to learn or make changes in their life. 42% of Junior students and 55% of Senior students feel high or highly that their understanding of world issues (global warming, religious conflicts, poverty, etc.) has increased while as a student at CIS. To foster Individual Growth, in the Junior High School and High School, students have club activities on Wednesday afternoon. Columbia also offers a variety of after school programs. Data from the Student Survey indicates that 70% of junior students and 72% of high school students feel club activities are a positive part of school and have increased their confidence. Data from the Student Survey shows consistent participation through the grades and an overall positive trend with 85 % of junior high students and 67% of high school students indicating they felt school programs had been a positive experience for participating with other students in terms of sharing, cooperating, conflict resolution, goal-setting, achieving goals, communicating ideas and feelings. The school has numerous co-curricular activities. The school participates in ISTAA (International School of Tokyo Athletics Association). Columbia is a founding member and has participated in the league since its inception. ISTAA has 3 main sports seasons - futsal, volleyball, and basketball - that are offered for both girls and boys. Teams play league games throughout the season and then compete in a final tournament. The league also hosts several one off events throughout the year - cross country, badminton, swimming). 92 % of junior high students and 81% of high school students feel that there was a co-curricular activity offered by CIS that meets their interests. 57% of Junior / Senior parents feel Columbia offers students extra curricular activities that allow students to be physically active. Once a year, during the summer, a group of Columbia students and teachers participate in the Habitat for Humanity program. Students travel overseas to help build a house for a family from the region. As part of the program students also get an opportunity to travel within the country and take part in cultural activities. The school keeps a list of all the students who have participated in the HFH program. The general student body contributes to this activity through donations on dress down day, the last Friday of every month. When students return from the trip they share their experiences with all the students, through slideshow

presentations. The grade 11 class goes on an overseas guidance trip (GOT) to visit universities and colleges in Canada. The purpose of this trip is to motivate students to consider studying abroad after they have graduated. The school has recently started an annual trip to visit other international schools in Asia. 77% of Junior Students and 67% of Senior students say they have taken or they will take the opportunities to travel to other countries with the school. Columbia students also participate in the Junior Chamber of Commerce, Diversity Park, and Model United Nations. These activities connect to our school wide learning outcome of Global Citizenship. 66% of Junior students and 57% of Senior students feel Columbia provides opportunities to learn about the world and other cultures through classes, clubs, and organizations. To address the school wide learning outcome of Community Participation, each homeroom completes a community involvement activity once a year. Students are also required to complete 40 hours of volunteer hours to graduate. 69% of Junior students and 63% of Senior students feel working with people in the community to get volunteer hours has been a good learning experience. The school also holds several events throughout the year that are open to the community (e.g., Winter Fiesta, Halloween Event). The PTSA also brings in numerous special guests during the course of the year to perform for the school (e.g., rakugo, jump rope, slack-lining, music, dance, magic). These events will be documented in the PTSA meeting minutes, blog, and newsletter. School leadership and staff effectively link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.. Students are provided opportunities to communicate with diverse audiences locally and worldwide. Students are also given the opportunity to contribute to local and global actions and service opportunities.	

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
N/A	

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student

involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
The school makes a concerted effort to regularly evaluate the level of student involvement in curricular/co-curricular activities and student use of support services.The school conducts annual students surveys to assess student involvement in curricular / co-curricular activities. The survey assesses the percentage of student involvement in curricular / co-curricular activities as well as perception data related to the activities offered. The school also conducts a Parent Survey that includes questions related to parent perception of curricular / co-curricular activities offered. The office tracks club membership for Wednesday Clubs. The school also conducts a survey to elicit student perception data from the GOT. These results are then reviewed by the organisers.	● Student Survey, Yearbook, Habitat for Humanity Records, Elementary Office Spreadsheet, Main Office Record of Student Clubs. GOT Survey

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
(Junior/Senior School) The annual student survey assesses the student perception of student support services. The student survey is completed by students from Grades 7-12. Data from the student survey indicates that 54% of high school students responded usually when asked if they are accepted for who they are as an individual by teachers in the school, and 48% of junior high school students also responded usually. Only 7% of high school students and 5% of junior high school students responded never.	Student Survey, Student Council Surveys, Homeroom Interviews (not always logged), Withdrawal Forms, Meetings with Student and Parent Representatives

Homeroom teachers in the Junior and High School divisions also interview with individual students once or twice a term. There are a list of questions that teachers can follow to get to know their students. Senior Homeroom Interview Sheet Junior Homeroom Interview Sheet   New Student Reflection Questions In the Junior Division, 43% of students who answered the Course Survey felt that their homeroom teacher makes an effort to get to know them personally. In the High School, 31% of students who answered the Course Survey felt that their homeroom teacher made an effort to get to know them personally.

The Student Council also periodically conducts surveys asking what kind of event and activities the students would like to have take place at the school. 17% of high school students responded yes and 64% responded sometimes when asked if there is an extra curricular activity offered at Columbia that meets their interests. 31% of the junior student body responded yes, and 62% responded sometimes.

(Elementary and Junior/Senior) Columbia's Elementary and Secondary divisions have withdrawal forms and parents are asked to provide reasons for leaving the school, as well as providing next destinations for study. Withdrawal Form This information is stored in Yoshitaka Matsumura's Network Folder, and he also keeps paper copies in the Academic Records Room (the small room next to Mr. McCliggott's office). According to these records during Spring term 2019 ten students withdrew from the school, and four graduated. During Fall term seven students withdrew from the school, and one graduated. Parents do not always specify the reason they are leaving when completing withdrawal forms nor the next destination, and most of the forms are completed in Japanese.

Assessment: (Elementary) The data of student support for elementary is insufficient. No processes or records exist of student perceptions in elementary from the student view, nor do we have representatives of the school population (ie student council). This opens an opportunity for elementary to create a survey to gain feedback in these areas.

ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

The school has available, adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. Student health issues are handled by a qualified nurse. The nurse follows up on health issues brought to her by parents and / or teachers (e.g., food allergies) or identified through the school health checks and she keeps track of all incidents / concerns (e.g., injuries) that occur at the school. However, the school lacks adequate intervention and referral services for activities that take place outside of regular school hours. Personal counselling is available to students and the homeroom system is in place to provide one adult in the school that students can go to if they want someone to talk to about personal / school issues. The school has two academic counsellors to help students choose and apply for universities in Japan and overseas. The homeroom system also has several activities built in to help students prepare for life after graduation. There is appropriate application of assessment tools and processes for determining interventions. Columbia has several programs in place to serve as support and / or interventions for those students who need them. The Elementary program has an ESL support teacher for students who need extra language support.The Elementary has recently begun hiring assistants to support classrooms with heavy learning needs. The Junior and Senior High programs have an ESL stream that helps ELL's develop the language they need before they transition into the mainstream classes. The program has a clear criteria for exiting the program. The High School program has a credit rescue program in place to identify students who are in danger of not earning a credit. A form is sent home to parents and often a meeting is arranged to develop next steps so the student can meet the criteria to earn the credit (e.g., submitting missed assignments). In Elementary the Mentor Program provides support for students in grades 3-6. The Junior High program also has a dedicated Mentor Program one day a week. Mentors are also available to High School students on a case by case basis.

Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Columbia International School follows the Ontario curriculum from Canada - an internationally recognized curriculum. The Elementary program works to meet the needs of the student body as a staff and at the individual class level. Since most students are ELL's, a lot of program planning focuses on ESL instructional planning (e.g., reading programs). This is also true in the Junior and Senior programs. When students enter the school their language ability is assessed. Based on this assessment they will enter the main program or be given ESL support until they are ready to join the mainstream program. Students also take several tests to assess their level compared to a standard: Ontario Literacy/Numeracy Test.

The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students. The school collects data for some of the support services offered (e.g., Homework Club, Learning Support Program, ESL promotion report).

School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Columbia offers a variety of curricular and co-curricular activities which tie into both academic standards (e.g., field trips) and / or schoolwide learner outcomes (e.g., Habitat for Humanity, G.O.T., Junior Chamber of Commerce). Students have the opportunity to communicate with diverse audiences locally and worldwide. These opportunities are provided both through field trips and guest speakers / lecturers brought into the school, and various events). Students contribute to local and/or global actions and service opportunities. Through homeroom activities (e.g., Columbia Cares, community activity, volunteer hours) and participation in outside organizations (e.g., Habitat for Humanity) students are given opportunities to contribute to both local and / or global actions and service opportunities.

The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges. The school tracks both student and parent perception data related to students opportunities and involvement in curricular / co-curricular activities and student services. The school also keeps track of student involvement in curricular / co-curricular activities and student services.

The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population. The school has annual student and parent surveys to get perception data related to school support services. The Student Council also regularly develops surveys to get feedback from the student body. The school also has meetings throughout the year to address school issues (e.g., cafeteria menu, event committees) that are attended by student and parent representatives.

Prioritize the areas of strength and growth for Category C.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

- The school has a qualified nurse and student health and health issues are recorded and

followed up on.
- Programs are in place to help students choose and apply for post secondary institutions.
- Counselling services are offered and all students have an adult in the school they can approach (homeroom teacher / members of the office staff / administration).
- Programs are in place for students who need additional support.
- The school is accredited by an internationally recognized curriculum.
- The school has an ESL and mainstream program to meet the needs of all learners.
- In the event that courses are not offered by Columbia students can take online courses with staff support.
- The school offers a variety of curricular and co curricular activities.
- The school offers students the opportunity to be involved in both local and global initiatives.
- The school collects perception and achievement data on the effectiveness of the school's programs connected to student personal and academic growth through a variety of methods (e.g., perceptions data, performance on standards based tests)

Category C: Support for Student Personal and Academic Growth: Areas of Growth

- The school needs to be more proactive in providing care for injuries and illnesses that may occur outside of regular school hours. A next step is a follow up meeting to evaluate implementation of recommendations.
- The school should revisit pathways for the counselling service recommendation process.
- The school needs to more frequently evaluate academic interventions (e.g., mentor program) to support subjective view of effectiveness (e.g., exit survey).
- Course selection is limited due to the small size of the school. The school may want to explore ways to diversify the course offerings. (e.g., more online courses, summer programs).
- There needs to be more regular review of the school student profile and strategies relating to student retention (e.g., tracking our school demographic and discussing changing student needs).
- Although the school collects perception data and percentage data related to some of the support services, the school leadership and staff need to more frequently review the data regarding impact on learning and to ensure the data collected is meaningful (e.g., School Survey should be reviewed during staff meetings and / or CC meetings) and use it to drive decision making.

Category D: 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.

Indicators with Prompts

Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
Columbia demonstrates caring, concern, and high expectations for students in an environment that honours individual differences and is conducive to learning.	
Caring, Concern	
Columbia demonstrates caring in a variety of methods. In the elementary, all students are actively taught the Pillars of Character, which focuses on developing the attributes to being a good citizen of the school and community. Students need to reflect on their actions / behaviours to see if they are progressing in their development. The Elementary school meets once a month to recognize students who have shown good character that month and read examples to the school community. Examples of responses on good character are displayed in a high visibility area.	● Pillars of Character ● Homeroom (7 to 12) ● Community Activity (7 to 12) ● Reflection Logs
The elementary and junior staff communicates with the students and their families via Class Dojo and Edmodo. This program has allowed families more contact with the school. They are able to find out about homework, how their child is behaving, and see a variety of class activities (pictures). Teachers feel there is more contact with parents.	● Class Dojo ● Edmodo ● Homework ● Behaviour ● Class Activities
According to the Parent's Survey, all respondents agreed or strongly agreed that Columbia is a safe and comfortable environment for their child to learn, join activities and make friends.	
Students consistently respond on the Student Survey that they 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.	● Parent Survey Q#1
High Expectations	
The majority of our current teaching staff attended a	● Student Survey Q#1

professional development workshop with John Hattie about Visible Learning. It has been a focus of the teaching staff for many years. All students are expected to understand and use the Learning Goals and Success Criteria to focus and improve their learning. Students track the learning goals and success criteria in some classes and comment that it has helped them focus their learning more.	● Student Survey Q#2 ● Student Survey Q#5 ● Student Survey Q#6 ● Student Survey Q#8
There is a school-wide focus on the development of Learning Skills and Habits in our student body. Students are introduced to the skills (Responsibility, Collaboration, Initiative, Self-Regulation, Organization, Independent Work) and regularly reflect on their own development with the teacher.	● Learning Goals / Success Criteria
Spelling Bee, Scholarships and the Honour Roll provide motivation for students to excel and reach their highest potential. This provides our students with the confidence to challenge studying overseas according to the results of the student survey. Students are called up in front of the school for recognition of getting a scholarship and many students discuss what they need to get onto the list and how they want to be recognized. Students often discuss their desire to be on the Honour Roll and are seen viewing the list when it goes up to see who is on it.	● Learning Skills ● Student Survey Q#28 ● Spelling bee ● Scholarships ● Honour Roll

Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Findings	Supporting Evidence
Columbia International School offers a variety of awards and methods to motivate and recognize students for academic success. In each term, the school recognizes students for academic success by awarding scholarships for high achieving	● Scholarships for Junior / Senior students, passed out at assemblies

students during assemblies; places a poster at the entrance of lists all the students by name and grade that have made the Honour Roll (achieving an average above 80). Each year during the Graduation ceremony, the school recognizes a top student in Grade 6 with a Columbia International scholarship and the top student in Grade 12 with the Governor General Award. In the elementary section, students are recognized for their main contribution to the school and classroom community. Students participate in a yearly Spelling Bee and are recognized in front of the elementary and in newspapers.	- Poster of Honour Students put up around the school, near the entrance (average above 80) - CIS scholarship (to one of G6 graduates) - Governor General Award - Award Ceremony (Kinder / Elementary) - Spelling Bee - newspaper.
Elementary students are also recognized for their excellence in displaying the Pillars of Characters by being recognized in an assembly and with pictures placed up in the elementary building. Students are also recognized for their daily work by having their artwork displayed in the hallways. In the Junior / High School, some of their art has been displayed in an Art Gallery format in the hallway outside of the art room.	- Pictures of Winners of the Pillars of Character (elementary) - Student work displayed (elementary) - Art work displayed in an Art Hall (junior / high school)
The Juniors and Seniors play in ISTAA league in three different sports: Futsal, Volleyball and Basketball. Each season, coaches expect students to come out for practices and try hard. Recently both our Boys' and Girls' team through hard work throughout the term won the ISTAA volleyball trophies. The teams were recognized throughout the season with write ups on the school blog including pictures and recognition of their achievements in a school assembly.	- Volleyball pictures - School Blog
According to our Parent Survey, those parents that have answered believe that our curriculum is of high quality and offers a meaningful curriculum. The Student Survey shows that most students believe that Columbia teachers expect them to do their best.	- Parent Survey Q#6 - Student Survey Q#20

Collaborative Culture of Mutual Respect , Inquiry, and Communication

Indicator: A collaborative culture of mutual respect, inquiry, and effective communication among and between staff, students, and parents is evident. There is an understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: *What evidence supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents?*

Findings	Supporting Evidence
Participation The PTSA participate in the school community by planning events (during meetings with a staff member) for the entire school body on a regular basis. Some examples would include the slackline event, a modern dance and samisen presentation; and a rakugo (a traditional Japanese story teller) performance in English. The PTSA and parent volunteers also run a very successful Bazaar during the Christmas Fiesta. The PTSA hosts a regular PTSA Summer party where parents, teachers, staff and students social in a relaxing atmosphere. Students have an option to show their talent in a performance. As we had a lot of people participate, we viewed this as successful.	● PTSA meetings / events such as the slackline event at the end of the fall term 2016 ● Parent's taking part in the PTSA Bazaar for the Winter Fiesta ● PTSA summer party
Communication with Parents Teachers and staff regularly communicate with parents about events, student achievement, and other important information to improve their child's experience at school. The school has a blog system that is accessed by all parents. The blog includes information about school events, field trips, and emergency information. Teachers also regularly communicate with parents and students through educational technology such as websites, blogs, Class Dojo, and Edmodo. Forms sent to parents are translated into 2 different languages. At the start of the school year all homerooms have a mandatory K-G7 orientation meeting to outline the expectations and program details for the year. During the year we have 3 parent teacher conference days, a daily homework journal, and newsletters sent on a once a term basis. According to the Parent Survey the majority of the parents feel strongly that they can easily contact the school about a concern and receive prompt support; that the parent-teacher conferences adequately inform them about their child's academic and social progress; their child's report card comments are informative and the school adequately informs them of events and other news through the website, newsletter, and information sessions.	● Blogs ● Letters / emails sent out ● Class Dojo ● Edmodo ● HR Orientation (Kinder, Elem., G7) ● Student Handbook ● Parent / Teacher Conference days ● Newsletter ● HW journal ● Parent Survey Q#13 ● Parent Survey Q#14 ● Parent Survey Q#15 ● Parent Survey Q#16
Communication with Staff All staff members are currently connected through Google Chat and Hangouts for day to day communication between the various levels (kinder/ elementary, junior, senior); between	

teachers in the same level; and between teachers and office staff. There is a semester level meeting for all teachers from all levels to discuss the upcoming term. The elementary and junior / senior sections have separate staff meetings usually every month.	

Teacher Support and Encouragement

Indicator: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Findings	Supporting Evidence
The school currently provides for Professional Development to ensure the staff is at the front of all the latest educational trends. The school also displays and sends out notices of upcoming PD events in the Tokyo Area. The school recently supported two staff members to attend the CIS Child Protection Workshop at American School in Japan on January 16th and 17th. The school sent another teacher to a Child Protection Workshop on November 29th and 30th. They sponsored the principal and two teachers to attend the EARCOS teacher conference in 2019 in Bangkok, Thailand. March 21st to 23rd. Staff is also provided with a stipend of half the tuition for further educational opportunities (Additional Qualifications, Masters, etc). The school sponsored the entire staff to go and attend a two day conference run by John Hattie to learn more about Visible Learning. The teaching staff has been focusing on implementing Impact Cycles to see if their teaching methods are working and to test new teaching approaches. This has recently changed to the Learning Sprints. The teachers are also required to use and display Learning Goals and Success Criteria for their classes. Teachers are reminded of the importance of the use of Learning Goals and Success Criteria in a successful learning environment during our monthly meetings. By providing and encouraging teachers to enhance and use their learning, we view this as a success.	● Display and support PD opportunities ● Encourage Impact Cycle groups ● Encourage / Insist on Learning Goals & Success Criteria

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
Safety The school has a fire / suspicious person / earthquake drill every term. In Spring the school has a fire drill with the Tokorozawa Fire Department and a smoke house if available. In the Fall term, the school has now moved to a suspicious person drill and we welcome the Tokorozawa Police Department. During the Winter Term, we have an earthquake drill with the Tokorozawa Fire Department and an earthquake machine if available. We get feedback from both the Police and Fire Departments on our performance and ways to improve. We also have our fire alarms checked twice a year. And in the main building, we have the quality of air in all the rooms checked twice a year. The school also provides training for our teachers and staff in CPR. This is either through a full day's Professional Development Day run in English or a shorter course in Japanese with the Tokorozawa Fire Department. At the current time, 100% of the 30 staff and teachers have completed the course and been certified. According to our Parents' Survey, parents believe that the school is safe and comfortable; that the 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 Columbia. **Internet Safety** The school limits access for students through the use of Fortiguard, a web filtering program, and different wifi networks for teachers, staff, students and guests. In elementary, phones are kept in a cubby to protect them. In certain cases, students are given private discussions to inform them of Internet issues such as bullying. We promote good personal use of electronic devices with dialogue with students. As we have not had any major issues with this, we view our	• Fire / Suspicious Person / Earthquake Drills • [Feedback from the Fire / Police Departments](#) • Fire Alarm maintenance • Air quality checks • CPR training for staff and teachers (#'s, percent qualified) • Parent Survey Q#1 • Parent Survey Q#2 • Parent Survey Q#3 • Student Survey Q#8 • We do not have a method to evaluate this at this time

actions as being effective. **Cleanliness** Columbia has a full time team of janitors that is responsible for keeping the buildings clean. To help keep the PE storage rooms cleaner, the rooms had locked doors added to them. Thus access can only be gained with a teacher. The elementary has students that keep the library organized every week. Projectors and tablets are organized on a cart and need to be signed out. The Parent Survey shows that most parents believe that our buildings are clean and properly maintained.	● Janitor Staff ● New PE storage with key in big gym ● Organizing class library ● Scheduling and sharing Chromebooks in a cart and projectors (Elementary) ● Parent Survey Q#4

Child Protection

Indicator: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.

Prompt: *Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.*

Findings	Supporting Evidence
The school has developed a definition of child abuse at this time and in the process of implementing this throughout the school. To educate ourselves on this, we found a definition of Child abuse under Japanese law and we have attended four Professional Development Days that focused on Child Protection; Child Abuse Prevention and Child Protection System in Japan on February 6th, 2018; the CIS Child Protection Workshop on January 16th and 17th, 2019; Combating the Overseas Sexual Exploitation of Children on October 31st, 2019; and Child Safeguarding through Sex	● Definition of Child abuse under Japanese law http://law.e-gov.go.jp/htmldata/H12/H12HO082.html ● CIS Child Protection Workshop attendance

Education in International Schools on November 29th and 30th; 2019. A total of 8 staff members have attended the sessions.	● Child Abuse Prevention and Child Protection System in Japan

Indicator: The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

Prompt: *Evaluate the effectiveness of the specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips, and student exchanges. Determine if these policies and practices are reviewed regularly.*

Findings	Supporting Evidence
The school is currently in the process of developing policies that will be good for our school community.	● Supporting staff to attend Child Protection seminars / PD

Indicator: The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

Prompt: *Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.*

Findings	Supporting Evidence
The school is currently in the process of gathering information so that we can develop a training program for all of our school staff in regards to this issue.	

Indicator: The school has in place formal learning programs through the school experience related to child protection.

Prompt: *Review and evaluate the formal learning programs through the school experience related to child protection.*

Findings	Supporting Evidence
The school is currently in the process of gathering information so that we can develop a learning program in regards to child protection.	

Indicator: The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

Prompt: *Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.*

Findings	Supporting Evidence
At this time, the school has not developed a system for this. There is an unwritten procedure but most of the staff are unaware of the procedure. The current procedure is a) report to principal b) if necessary, contact parents, child consultation centre, or police c) Setting parents interview.	

Indicator: The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Prompt: *Evaluate if the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.*

Findings	Supporting Evidence
The staff is not cognizant of what the expectations nor the legal and ethical expectations or requirements in regards to abuse within Japan at this time. This group has researched the information and found the expectations from the Japanese Ministry of Education. (Expected responses for school and teachers to take by Japanese Ministry of Education) http://www.mext.go.jp/a_menu/shotou/seitoshidou/04121502/1310049.htm (Child abuse prevention law and Expected roles for school	

and teachers by Japanese Ministry of Education) http://www.mext.go.jp/a_menu/shotou/seitoshidou/06060513/001/003.htm	

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.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
The school actively works to include parents to be active members in the learning process by using daily homework journals, online blogs, and other digital resources such as Class Dojo and Edmodo. Parents are encouraged at the beginning of the school year to contact the school if they have any questions about their child's learning or school life. The school employs staff members that are able to converse with parents in the the 3 main languages represented at the school (English, Japanese, Chinese). Since the elementary has implemented Class Dojo and Edmodo, they have noticed an increase in the involvement of parents with the school.	● Daily homework journals / blogs using notebooks and digital resources (Class Dojo/Edmodo) ● Translation service (Japanese / Chinese) ● Parent Survey Q#14 ● Parent Survey Q#15
Parent Teacher interviews are scheduled 3 times a year and parents are required to attend (elementary) and strongly recommended to attend (junior/high school). If parents are unable to attend, they can request a phone / Skype / Line interviews. According to the Parents' Survey, Parents strongly believe overall that the parent-teacher conferences adequately inform them about their child's academic and social progress; and that their child's report card comments are informative.	● Parent Teacher Interviews (every term) ● Online / telephone interviews
All correspondence with parents is done in both English and Japanese. Chinese translation is available upon request. This	

will include more of the parents in communicating with the school. Due to the involvement of our parents from various backgrounds in our school events and from the results of the Parents' Survey, we believe that our efforts have been effective. A credit rescue program is in place in the Junior / Senior levels to let parents / guardians know that their student could potentially lose / fail their credit / course.	● Bilingual letters ● Trilingual translation available ● Credit Rescue Forms (G9 - 12)

Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
Columbia is active in using the community resources to support the education of the students. The PTSA plans events on a regular basis from the local community such as slacklining, music, and educational activities. From observing students during and after these interactions, it shows that the majority of the students have enjoyed the activities and the PTSA has enjoyed providing them for the school. The school has regular safety sessions with the local fire and police departments for fire and earthquake preparedness. From the communication (orally & emails) from the Fire and Police departments, one can see that we are meeting the requirements of the government to have these services educate our school about safety. Since these services are evaluating and improving school safety, we believe that they are a positive to our school growth. Field Trips are incorporated into the school year to give students a hands on learning experience and also to build knowledge of local culture and community. Recent field trips include trips to the local aviation museum, art museums, science museums, cultural centres, and the diet building. The school has an annual hiking trip for elementary students and ski trip for elementary and junior high school students. According to our Student Survey, over 80% believe that field trips / guest speakers motivate them to learn or change their	● Some PTSA events (Tokorozawa police band) ● Safety session with the Fire / Police Department ● Excursions / Field Trips (Garbage disposed plant, the Diet building, fire department, science museum, art museum, aviation museum) ● Lecture in Science fair (NASA, JAXA, Riken) ● Student Survey #7

lives. This response makes us believe that our extra curricular programs have a positive impact on our student body. The school currently does not have any agreements or partnerships in place with professional services in the community, but these services are available if parents request or if teachers refer the student to the principal. In the later case, the principal has the final say in referring the student to a professional service outside the school. Since we have developed a list of possible resources that the principal can access as the cases demand, we feel that this is sufficient for our current student needs.	

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.*

Findings	Supporting Evidence
The school uses a variety of methods to communicate about the achievement of the academic standards at the school. - The school's mission statement and school-wide learner expectations are clearly posted on the school website, in the student and parent handbook, and at different places around the school for easy viewing by students and parents. - Parents are given presentations by the principal and head teacher during parent open days about the academic standards of the junior and senior high school. - Parents are also invited to participate in parent-teacher conferences three times a year. - The academic expectations are shared with parents during the parent orientation in the elementary program, and through the course outlines posted on individual teacher websites in the junior and senior high school.	● School Website ● Parent/Student Handbook ● Newsletters ● PD ● Presentations by Principal & Head Teacher to parents about our junior high and high school programs. ● Involvement of Parents in the WASC report process. ● Student handbook ● Inviting parents in events such as…

- According to our survey question #14 over 90% of the parents agree or strongly agree that our Parent-Teacher conferences inform them of their child's academic and social development and how they can improve. Since we have presentations about our curriculum over 80% of the parents agree or strongly agree that we offer a meaningful curriculum. - Parent involvement is actively sought in the WASC report process and their input is important for helping staff and teachers learn the best way of communicating the academic expectations of the curriculum. Since parents were active in this process, it was successful. - According to the Parent's Survey a majority of the parents knew about our school improvement plan. (WASC)	● Parent Survey Q#6 ● Parent Survey Q#14 ● Parent Survey Q#15

ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

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Summary (including comments about the critical student learning needs)

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Columbia International School provides a good environment of caring, concern, and high expectations for our diverse student body. The school has established a variety of programs, like the Pillars of Character (elementary) and Community Activity (G7 -12), to help develop good citizenship skills throughout our school body and in the community. High-expectations for learning are supported through Professional Development opportunities (John Hattie) and expectations that all teachers use Learning Goal and Success Criteria. Students self-esteem is adequately fostered through a variety of methods (academic awards, sports' awards, etc.) The school is lacking a Child Protection Policy, but is currently in the process of developing one.

The school has established many methods to keep parents and community members well informed of the latest school news and functions. (newsletters, email system). The school has a

very active PTSA (Parent Teacher Staff Association) that encourages parent involvement in the school through a variety of activities. Parent-Teacher interviews and an open-door policy also encourages parents to be more active in their learners' education.

Prioritize the areas of strength and growth for Category D.

Category D: School Culture and Environment: Areas of Strength

- The school provides a good environment of caring, concern, and high expectations for our diverse study body.
- CIS provides an environment that adequately fosters student self-esteem through high-expectations and recognition of student success.
- The school has an active PTSA and an open door policy that encourages parent involvement through a variety of activities.
- The school has provided and is willing to provide more opportunities for this group and for the staff to attend Professional Development on Child Protection Policies.

Category D: School Culture and Environment: Areas of Growth

- The school needs to develop 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.
- Once the policy is created the school should educate teachers, staff, and community members of the expectations / actions required for each group.

Prioritized Areas of Growth Needs from Categories A through D

- The school needs to further develop 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.
- A more comprehensive cohesiveness for curriculum planning amongst divisions and through subjects.
- Have evidence for student assessment over time to prioritize learning outcomes which would be available to all teachers to aid in future lesson planning
- Creating individual student portfolios from kindergarten through grade 12 that are cohesively accessible by all teachers and administration staff
- Systematic and regular review of data to assess impact on learning to guide future instruction and programs.
- Review our marketing strategies to promote the school and student enrolment

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile, progress, and Focus Group findings.

There are three major areas of student learning needs identified in this self-study of which two are deeply connected. The first is in the area of establishing a more formal relationship between the three divisions, especially between elementary and junior and senior high school. Informal professional dialogue and goals have always existed through staff meetings and events, however, there has been no formalized or organized effort to align learning and personal growth goals of students between the divisions. Since the elementary division has been included in the WASC accreditation process we have identified a more organic cohesion as something natural in order to meet schoolwide goals in the next cycle of our self-improvement process. In order to achieve this, another goal for student learning needs is to have the elementary division to begin collecting data to inform decisions and establish a link between the upper divisions. This data could come in the form of individual learner profiles that identify achievement and other data which could help to inform the teacher on specific learning needs and also take in a wider perspective for program planning needs. Profiles could also include other information including personal growth successes and challenges. Finally, 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 is the third major area for student needs which needs to be addressed in the next cycle. The school has begun the process by creating opportunities for staff development and exploring the various options with consideration of Japanese laws which can provide a framework for policies the school develops.

Chapter V: Schoolwide Action Plan

A.   **Revise the schoolwide action plan.**

GOAL: 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.

RATIONALE: Although the school has already begun to develop a policy and student surveys consistently show students feel safe and comfortable, the school recognizes the need to expand its policy to incorporate more areas of detection and protection.

ESLRs: Individual Growth

Steps	Responsible Persons	Resources	Means to Assess	Timeline	Reporting
Professional development	Principal, teachers, staff	JCIS, EARCOS sponsored training sessions	# of participants	Ongoing	Share learning at staff meetings
Review other	Principal	JCIS	School wide	Ongoing	Sharing of

schools policies and adapt to Columbia environment	Guidance teacher, nurse, homeroom teachers	networks, PD resources	policy in place		school wide written policy

GOAL: A comprehensive cohesiveness for curriculum planning amongst divisions and through subjects.

RATIONALE: Through the self-study process and the inclusion of the Kinder and Elementary program, the school recognizes the value of having criteria and standards that connect programs more meaningfully.

ESLRs: Academic Growth, Individual Growth, Community Involvement, Global Citizen

Steps	Responsible Persons	Resources	Means to Assess	Timeline	Reporting
Share division curriculum goals	Staff	Curriculum documents/ assessment tools/ reporting	NA	Term 1 2020	Minutes
Form subject focused groups across divisions	Staff	NA	NA	Term 1 2020	Minutes
Determine common learning goals	Subject groups	Curriculum documents/ assessment tools	NA	Term 2 2020	Minutes
Implement a regular schedule to review goals and student	Subject groups	Curriculum documents/ student achievement data	Achievement data/ perception surveys	Term 3 2020	Minutes/ Staff Meetings/ PD days

achievements					

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

RATIONALE: To be more able to focus on student individual needs throughout their learning at Columbia, the school recognizes the benefits of being able to track student achievement to help personalize instruction.

ESLRs: Academic Growth, Individual Growth, Community Involvement, Global Citizen

Steps	Responsible Persons	Resources	Means to Assess	Timeline	Reporting
Review current sources of student academic	Subject area teachers	Grade Pro, Trevlac	NA	Term 1 2020	Minutes
Determine different types of achievement data to collect for each subject area	Subject area teachers	Curriculum documents/ assessment tools	Student Portfolios	Term 2 2020	Staff meetings/ PD days
Systematically collect data	Subject area teachers	Student products and observations	Student portfolios	Term 3 2020 and ongoing	Staff meetings/ subject area meetings/ PD days

GOAL: Create individual student portfolios from kindergarten through grade 12 that are cohesively accessible by all teachers and administration staff.

RATIONALE: In keeping with the desire to connect the divisions and to use data to support decisions for instruction, programs and individual needs, the school needs a system that can be

easily used to collect data and be accessible by teachers, staff and students with a protocol for privacy.

ESLRs: Academic Growth, Individual Growth, Community Involvement, Global Citizen

Steps	Responsible Persons	Resources	Means to Assess	Timeline	Reporting
Review current portfolios being created by the junior/senior English and guidance departments	Mr. Skinner and Mr. Fleming	Google Suite	NA	Term 1 2020	Minutes/ Staff Meeting/ PD day
Create individual student portfolios	Teachers/ students	Google Suite	Perception surveys	Term 2 2020	Minutes/ staff meetings

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

RATIONALE: Although the school collects perception data and percentage data related to some of the support services, the school leadership and staff needs to more frequently review the data regarding impact on learning (e.g., School Survey should be reviewed during staff meetings and / or CC meetings) and use it to drive decision making.

ESLRs: Academic Growth, Individual Growth, Community Involvement, Global Citizen

Steps	Responsible Persons	Resources	Means to Assess	Timeline	Reporting
Review and assess current methods of data collection	Administration/ teaching staff	Data collection sources	N/A	Term 1 2020	Minutes
Determine	Administratio	Data	Staff	Term 2 2020	Minutes

additional data needed, when to collect and when to review	n/ teaching staff	collection sources	consensus		
Implement system	Administration/ teaching staff	Data collection sources	On-going staff review	Term 3 2020	Minutes/ Staff meetings/ PD days

GOAL: Review marketing strategies to promote the school and student enrolment.

RATIONALE: A discussion of our school marketing and recruitment process led us to conclude that nothing is more valuable to parents, students, teachers,support staff and administration than a positive reputation. Therefore building a strategic and proactive school reputation based on robust evidence about the perception of our stakeholders: students, parents, staff, and the wider school community is critical to ongoing school success.

ESLRs: Academic Growth, Individual Growth, Community Involvement, Global Citizen

Steps	Responsible Persons	Resources	Means to Assess	Timeline	Reporting
Undertake a marketing and reputational analysis	Principal, Recruitment Team, 5 R's management team	5 R's management group	Reputation report	On-going	Finished report

B. State any additional specific strategies to be used by staff within each subject area/ support program to support sections of the schoolwide action plan.

N/A

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

The goal of the follow up process is to ensure that the Action Plan is followed through and meeting timelines so that Columbia International School continues to provide students with an environment where they can achieve all ESLRs.

The Principal and Leadership Team shall be the primary persons responsible for ensuring that the process for implementation of the Action Plan is carried out. The follow up and implementation will be accomplished through the following steps:

1. The Action Plan will be addressed at staff, coordinator's, and school council meetings starting from April 2020 to ensure that all stakeholders are aware of the plan and the persons responsible for its implementation.
2. The group or groups responsible for the specific steps of the Action Plan will report their progress to the Leadership Team annually. The Leadership Team will analyze progress and suggest the next steps to be taken, as well as the resources necessary. The Leadership Team will then communicate this report and resulting suggestions to the entire staff and school community via staff and School Council meetings, the newsletter, and website. All stakeholders will have an opportunity to make suggestions for implementation and revision.
3. At the staff development days preceding the beginning of each school year the Action Plan and ESLRs will be analyzed and revised as needed, in order to set annual goals.

Appendices

A. Results of student questionnaire/interviews

Senior 2019 , **Junior 2019**

B. Results of parent/community questionnaire/interviews

K-6 2019 , **Junior 2019** , **Senior 2019**

C. Master schedule

Elementary - Elementary 2019 Timetable

Senior - Senior 2019 Timetable

D. Additional details of School Programs

Kindergarten

Columbia International School is proud to offer an English-based kindergarten program that establishes a strong foundation for learning in the early years for students four and five years old. At Columbia International School, each child is entering an environment that values the

uniqueness of each child and the diversity of all its learners. In a safe and caring learning environment teachers work to promote the physical, social, emotional, and cognitive development of every child to ensure he or she is successful at school. Cradled in the "whole child" philosophy our kindergarten offers a healthy and safe learning environment where each child while actively engaged in their own learning process, is supported and challenged to reach their highest potential. Caring and experienced teachers provide opportunities for growth in six major areas: Personal and Social Development, Language, Mathematics, Science and technology, Health and Physical Activity, and the Arts.

Elementary

Columbia International School's elementary program incorporates a positive whole child approach that recognizes the need for each child to be healthy, safe, engaged, supported, and challenged.

The small class size and the collaborative nature of discovery learning methodologies allows for the physical, social, emotional and academic development of each individual student. The student centered approach means purposeful and challenging experiences are designed around ideas, concepts and themes that are meaningful to students. Caring and highly qualified teachers use the latest strategies to support each student's language development in our literacy rich classrooms. In this way each child develops fluency in both English and Japanese.

Columbia also provides students many opportunities to get involved in school life through clubs, social and cultural events, community events and extracurricular activities. I urge you to take full advantage of the many wonderful opportunities, experiences and advice that will be available to you at Columbia.

E. Graduation requirements

Columbia International School is an overseas-inspected private school accredited by the Ontario Ministry of Education of Canada. The Ministry of Education in Ontario, Canada issues the Ontario Secondary School Diploma (OSSD) to graduating students. The OSSD is recognized and accepted throughout the world. In order to obtain this, each student must earn 30 course credits, 18 compulsories and 12 electives. (One credit represents satisfactory completion of the learning expectations of a formal secondary course of study, requiring a minimum of 110 student-teacher contact hours.) Compulsories normally include English, Mathematics, Science, Geography, History Humanities, Arts, Health and Physical Education, Computers and Business studies: The 12 electives are usually chosen from a similar list. As part of the diploma requirements, students must complete a minimum of 40 hours of voluntary community involvement activities. These activities may be completed at any time during their years in the secondary school program. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

F. Any pertinent additional data (or have on exhibit during the visit)

N/A

G. Budgetary information, including budget pages from the school's action plan

Available on-site.

H. Glossary of terms unique to the school.

OSSD = Ontario Secondary School Diploma

OSSLT = Ontario Secondary School Literacy

OCT = Ontario College of Teachers

PTSA = Parent Teacher Staff Association

AQ = Additional qualification

PD = Professional Development