

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL WEST

CAIRO

EGYPT

NOVEMBER 15-16, 2022

INTRODUCTION

On November 15 and 16, 2022, an onsite certification inspection was completed on the British Columbia Canadian International School West (BCCIS West) in Cairo, Egypt, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Wendy Hyer and Hugh Gloster, who served as Chair for this inspection.

The School's BC program has an enrolment of 94 students, in grades 1 to 9. The program is housed in a new, purpose-built facility that opened for the 2021/22 school year. The School also operates an Early Childhood Education (ECE) program that includes students in both preschool and kindergarten. The ECE program registers three students from as young as three years of age in Pre-K, 19 in KG 1 and eight in KG2. This creates a natural feeder program for the main school. Once all the facilities at BCCIS West are completed, the School will have the capacity to accommodate approximately 1,000 students. The entire school, which houses the BC program, currently enrolls 124 students.

During the visit to the School, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, Head Teacher, ECE Coordinator, BC teachers and support staff.

The Owner/Operator, Karim Mostafa, is the CEO of Eduhive, an education management company that is jointly owned by a private company, Cairo Investment and Real Estate Development (CIRA) and is responsible for the BC program. Eduhive has also established, managed and consulted on several other school projects in Egypt and the Middle East and



currently operates the other BC offshore school (BCCIS East) in El Sherouk City, Cairo East. BCCIS West is located within the West Compound within sixth of October City, a suburb of Cairo. The School has been established within a dedicated 'education zone', where four different schools offering international programs are located. The BCCIS West campus is twinned with a school offering the German program – Saxony International School (SIS) - that is also managed by the Eduhive group. Construction of additional buildings and facilities on the campus was nearing completion at the time of the inspection. Specialty spaces, such as the swimming pool and auditorium will be shared between the BCCIS West and the SIS school in the future.

The BC program's philosophy, objectives and special features include to create a high performing, authentic and inclusive British Columbia school in Egypt.

The Team would like to thank British Columbia Canadian International School West for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>No requirements were listed in the previous report, however, suggestions were made to support the School in its first year of operation. The recommendation was made to secure additional library, classroom and teaching resources, and evidence of efforts made in this regard were noted. The second suggestion was to work with the sister school, BCCIS East, to share resources and experiences and work together to enhance the full implementation of BC's curriculum. Interviews during the inspection indicated more could be done to create synergies between the two schools, especially in areas such as professional development.</p>			



BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator has a business plan that is based on the anticipated growth in population that is forecast to take place within the West region of 6th of October City. This is a region that is growing rapidly and will ultimately include a large residential area. The School opened in September 2021 with 48 students in grades 1-7 and an additional 14 students in the Early Childhood Education (ECE) program. This year the School has expanded to 94 students in grades 1-9 with an additional 30 students in the ECE program.</p> <p>The Owner/Operator already manages a second BC offshore school – BCCIS East, in the eastern area of Cairo, and is considering the potential of further expansion in the future. The establishment of other international schools in the West area is also being monitored closely to consider the potential impact on BCCIS West. Each of the neighboring schools offer international programs, however, none have a similar curriculum to the BC program.</p>		

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team confirmed that the Owner/Operator meets all the requirements set forth in section 5.00 and Schedule A of the Agreement with the Province of BC.</p> <p>The Owner/Operator was present in the School during the inspection and met with the Team to communicate his vision for the two current BC offshore schools he is involved with in Egypt. The Owner/Operator also outlined the role of his management company in exploring possibilities for future expansion in the Middle East.</p>		



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed certified translations of documentation confirming the local government's approval to operate BCCIS, including:

- a 2020 letter of approval/no objection (non-expiring) from the Ministry of Education for the Arab Republic of Egypt confirming the School is supported in operating the international school within the sixth of October Department of Education, Giza;
- a 2020 letter from the Ministry of Education for the Arab Republic of Egypt outlining the requirements to be met in order to operate a school with special curricula (international schools);
- a 2021 business license issued by the Cairo Investment Commercial Registry Office that is valid until 2026; and
- a 2022 letter from the Ministry of Education - General Administration of Special Education, giving approval for the School to operate.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School is a new, purpose-built facility that shares the property with a partner school teaching the German curriculum that is also under the Eduhive management system – Saxony International School (SIS). The two buildings are mirror images of each other, but operate independently, with completely separate entrances and access points. The campus is being developed in phases, with the first having opened in September 2021. During the inspection the Team was shown the next phase of the project that will expand the facility to accommodate secondary classes as well as adding a variety of specialty spaces. This will provide the School with a gymnasium, cafeteria, computer and science labs, music room and administrative offices. The School will also share the swimming pool and auditorium with SIS based on the individual needs of the two institutions. Construction of most of the second phase of development was nearing completion at the time of the inspection.



During the inspection, the Team reviewed official translations of the following local approval/inspection documents:

- A November 2021 building/safety inspection and occupancy permit, under the authority of the Ministry of Education; and
- A January 2022 certificate from the Cairo Governorate El Shorouk Educational Administration, confirming that all building, fire, and safety emergency equipment and procedures meet all requirements.

The Team also reviewed the Emergency Policies and Procedures information and found this to be an extensive document that identifies situations with appropriate response scenarios. The School also provided a separate contact list for BCCIS West personnel to be accessed in the event of an emergency.

The inspection process further confirmed that the School has a fully developed contingency plan in place in the event of an unexpected temporary or permanent closure of the School, and clear guidelines dealing with health and hygiene.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in section 14 of the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Offshore School Representative (OSR) is well qualified for the position, having extensive experience as a school principal and Board of Education trustee in BC, prior to assuming school leadership roles in Egypt. The current individual was appointed to the combined role of Superintendent/OSR and supports the success of both BCCIS East and West schools. Using the extensive network of contacts the OSR has in BC, along with an effective advertising campaign, the OSR has been highly successful in recruiting the majority of teachers from within Canada, including a strong contingent of teachers who received their education degrees from BC universities.

The OSR fulfills the responsibilities as outlined in the Agreement and works in partnership with the administrative team and the Owner/Operator to provide the support necessary to assist BCCIS West in being successful.

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



Commendation:

The Offshore School Representative (OSR) is commended for the success that has been achieved in recruiting qualified teachers from within BC or from elsewhere in Canada.

2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal is an experienced educator within the BC offshore school community. He is originally from British Columbia and earned Bachelor of Arts, Bachelor of Education and Master of Educational Technology degrees from universities in BC. He moved overseas in 2011 to begin teaching in the BC offshore school in Doha, Qatar. In 2014 he moved to a BC school in Seoul, South Korea, where he advanced to the position of principal. From 2016-2021 he served as the Vice-Principal and subsequently Principal in the BC offshore school in Bangkok, Thailand, and in August 2021, he moved to accept his current assignment as the first principal of BCCIS West.

The Principal assumes the full scope of responsibilities as outlined in section 2.07 of the Annual Report and a comprehensive job description and employment contract were available for review at the time of the inspection. The Principal's extensive knowledge and expertise in education technology was evident in the many ways the BC program was being delivered and supported.

Commendation:

The Principal is commended for the outstanding efforts that have been made to establish a new BC offshore school, and to implement effective policies, procedures and practices that ensure its efficient operation.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has a full complement of administrative/management support staff that will serve it well as it continues to add grades and expand in enrolment. This includes personnel with responsibilities in areas such as admissions, marketing, human resources, finance, IT, maintenance, student affairs, reception/clerical and activities coordinator. There is also an executive director with oversight responsibilities and Eduhive staff who provide additional support.



On the education side, the School is supported by the Superintendent of the Eduhive organization, who assists with strategic planning and supports all schools within the system. Most directly for both BCCIS East and West schools, the Offshore School Representative (OSR) assumes the full scope of duties outlined in the Agreement. On a day-to-day basis, BCCIS West is led by the Principal with support from a Head Teacher who assumes a number of administrative duties. As the School continues to grow, it is anticipated that the head teacher position will evolve into a vice-principal role.

Commendation:

The support staff are commended for the passion and commitment they bring to their roles.

2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has dedicated support staff who have implemented consistent routines for both establishing and maintaining student files. Information is being stored both digitally and in hard copy, and fire-proof cabinets are being used to store critical information. The student files were well organized with color-coding to identify students with inclusions such as medical and legal alerts as well as students with exceptionalities.

Current personal information consent forms for parents and students were also on file and the School was diligent in making sure these were kept up-to-date.

The School adopted the Engage student information management system as this is being implemented throughout the Eduhive organization.

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

The School provided official translations of evidence that both local teacher certification and valid criminal checks were on file for all Egyptian teaching and support staff associated with the BC program.



Teacher files were reviewed during the inspection and found to be comprehensive, well organized and updated as appropriate. Evidence of teacher evaluations were also provided to the Team and demonstrated compliance with the existing policy.

Teacher contracts were also reviewed as part of the inspection process and found to be inclusive of the appropriate information, and clearly detailed the expectations for the professional staff working at the School.

The number of teachers who have either originated from BC or have received their teacher education within the province is impressive. Other members of the professional staff typically have experience coming from other Canadian provinces.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team engaged in conversations with the Principal and teachers, reviewed planning documents and visited classrooms, all of which gave evidence of BC's curriculum being effectively implemented in grades 1 to 9. Staff seemed genuinely enthusiastic about and committed to implementing BC's curriculum in their day-to-day teaching.

Teachers described a variety of instructional practices used to engage students in learning, including individual and group project-based learning and inquiry-based learning. In planning instruction, teachers provide student choice in topics, acknowledging that students become more engaged in their learning.

Teachers integrate the Core Competencies in planning for instruction and students self-assess using rubrics and personal reflection responses. Examples of how the competencies were integrated into instructional planning were shared with the Team.

Efforts to embed the First Peoples Principles of Learning (FPPL) into both the Core and Curriculum Competencies were observed by the Team. For instance, several teachers were using the children's book "The Six Cedar Trees" to demonstrate how the Core Competencies align with the FPPL.

Similar to schools in BC, the School is inclusive, enrolling learners regardless of ability. Subsequently, the School has established a School-Based Team (SBT) to identify and provide support to students with exceptionalities. Classroom teachers refer students to the SBT, which consists of the Principal, Head Teacher, Special Education Teacher and the classroom teacher. As appropriate, support is provided by putting additional support in the classroom



or by developing the classroom teacher's repertoire of instructional strategies. In addition to supporting students with exceptionalities, support for English language learners (ELL) is also provided, using small group instruction. Further, teachers noted that given the small class sizes, they have more opportunity to differentiate instruction, allowing them to provide more one-to-one support.

In an effort to provide a genuine BC experience, the School organizes a variety of events and activities that reflect those that occur in BC schools. Orange Shirt Day, Remembrance Day, Literacy Week, "BCCIS West Has Talent", Terry Fox Run and Halloween are examples of such events and activities. As well, this year the School has established a parent advisory council to enhance communication between the School and parents.

The School has supported implementation of BC's curriculum by providing ongoing school - based professional learning focused on literacy development. During teacher orientation and over the next three professional development days, staff will be working with Adrienne Gear, a well-known literacy expert in BC.

Teachers indicated that they collaborate informally and share resources and strategies with one another. In addition, opportunities for teachers to observe colleagues in their classrooms is supported. This past summer, staff attended a professional development session on assessment with Ken O'Conner, which was hosted by the Ministry. As well, BCCIS West was involved in staff orientation and professional development activities with BCCIS East and indicated that they valued the opportunity to network and collaborate with teachers from BCCIS East.

Commendation:

The School is commended for its collaboration and commitment in building a supportive community that makes BCCIS West a wonderful place to work, and at the same time, creates a positive school culture that enhances student learning.

The School is commended for supporting the implementation of BC's curriculum through professional learning opportunities, online resources and intervention strategies to support student learning.



2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

There are numerous pre-schools and kindergarten schools in Cairo that offer English language programs, including pre-school and kindergarten programs that feed directly into grade 1 at BCCIS West. As such, many students in the BC program learn to speak English at a very young age.

The School administers an English language assessment to prospective students that includes age appropriate components. For instance, for younger students, the assessment consists of oral fluency and reading comprehension. For older students, the assessment also includes writing and numeracy components. The Principal directly oversees the assessment process and makes the final decision with respects to student admission into the BC program.

Ongoing assessment of students' English language proficiency includes having all students participate in a school-wide write twice a year. In addition, teachers use PM Benchmarks to assess reading comprehension throughout the year. Teachers use the information from assessments to inform instruction.

Students struggling with English language acquisition are referred to the School-Based Team and small group instruction is provided to students who require additional support. Small class sizes allow teachers to provide more individualized instruction in respect to English language development.

Commendation:

The School is commended for its strategic approach to literacy skills development and its school-wide approach to benchmark and measure students English language acquisition.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Given that BCCIS West does not currently offer the BC graduation program, the School does not offer Broad/Authority Authorized Course (BAA) credit or any other options for earning credits towards graduation requirements.



2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. € of the Agreement; namely, that all BC program courses offered in the School meet or exceed Ministry learning outcomes/learning standards identified in the educational program guides for each course.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The Team reviewed curricular documentation, and as a result can confirm that grade 1 to 9 course documents clearly reflect the curricular frameworks of BC's curriculum. In addition to the Big Ideas, Curricular and Core Competencies, content, First Peoples Principles of Learning (FPPL) and both formative and summative assessment practices, planning documents include fields for the teacher to identify key vocabulary, cross-curricular connections, differentiation strategies and achievement indicators.

The School has adopted Atlas Rubicon as its curriculum and lesson planning management system. This system provides a platform for creating curriculum maps, course descriptions, unit and lesson plans, exemplars and assessment tools. It also allows the preloading of the Big Ideas, Curricular and Core Competencies, and course content, and guides teachers in their planning. It also has a platform that assists teachers in developing assessments that are directly linked to all the competencies being assessed. In addition, Atlas Rubicon has a feature that supports staff collaboration. Teachers in the same department or in different schools can share resources, update lessons and develop assessments, sharing their expertise and knowledge with one another. Another feature is that it allows a school to share curriculum planning with parents, meaning a parent can sign in and see what their child is learning.

Commendation:

The School is commended for the work it has put into transitioning course overviews to the new curricular framework that supports teachers with their instructional planning.



2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

For students in grades 1 to 6 the School provides 5.4 hours of instruction per day over a reported 166 days per year for a total of 896 hours of instruction per year. Students in grades 8 and 9 receive 5.4 hours of instruction per day over a reported 168 days per year for a total of 907 hours of instruction per year. This exceeds the Ministry requirement of a minimum of 850 hours.

2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

BCCIS West utilizes diagnostic assessments in reading and writing. The School uses the data to monitor student progress at the cohort and individual student level. Assessment results are used to set school goals and inform instruction at the classroom level. The School also develops and monitors both Student Learning Plans and Individual Learning Plans for students with diverse needs.

Teacher interviews and submitted documents gave evidence that the School uses a myriad of formative and summative assessment practices that align with the BC's curriculum. Formative instruction practices include observation, writing journals, peer and self-assessment, anecdotal notes, exit slips, classroom discussion and in-class questioning. Summative assessment methods include both oral and Google slide presentations, quizzes, tests, rubrics using the proficiency scale, projects, and skills assessment. Moreover, students are given opportunities to determine how they were going to demonstrate their learning. As well, teachers provided examples of how they were using various documents to engage student in self-assessment of the Core Competencies in meaningful ways.

Commendation:

The School is commended for growing the diversity of assessment methods in alignment with BC's curriculum.



2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

As observed on the school tour, the current facilities include classrooms, library, art room, science lab, cafeteria, teacher printing area, a computer lab and outdoor activity area. Facilities are housed in a new building, which is fully accessible with elevators and ramps.

BCCIS West has one computer lab, which is only used by students in grades 1 to 4. The School has a “bring your own device” (BYOD) program that allows students in grades 5 to 9 to bring their laptops. There are interactive Smart Boards in each class and teachers are provided notebook devices. The School has a subscription to an online curated collection of BC curriculum-linked content, called Edwin, which teachers and students can access at school and at home.

While classroom supplies are adequate, teachers indicated that there is need for a greater selection of print resources in the library, especially leveled readers. As well, teachers commented that connectivity was slow, noting that improved Wi-Fi access would further enhance teaching and learning.

2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Weekly online newsletters in each grade and regular emails keep parents informed and parents are welcome to meet with teachers whenever necessary throughout the year.

Students in grades 1 to 7 receive three formal report cards per year while students in grades 8 and 9 receive four report cards per year. Parent-student-teacher conferences are held after each reporting period.



2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The School publishes an attractive and comprehensive parent/student handbook. The School has developed policies and procedures for appeals and dispute resolution as required under the Agreement. The handbook and requisite sections of the policy manual are also available to parents online through a well-developed parent portal. The handbook also contains policies relating to student assessment, student admissions, student conduct, and health and hygiene. This document also outlines the various communication tools the School uses to keep parents informed.

2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The teacher handbook is up to date, well organized and comprehensive. The handbook and teacher contracts contain the requisite provincial disclaimer regarding the employment relationship between the Owner/Operator and BC teachers. The School has policies in place for the evaluation of teachers and administrators and the policies are being effectively implemented.

Along with the handbook, staff have a web-based landing page they can access that includes a variety of information to support them in their roles at BCCIS West. This is an excellent starting point for teachers, especially those who are new to the School.

Commendation:

The School is commended for the quality of the print and electronic resources that have been developed and the diligent work that is done to support the onboarding process for new teachers arriving in Egypt.



2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in section 18 of the Agreement and section 2.28 of the Annual Report for offshore schools.

<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
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Comment:
BCCIS West does not offer courses through Online Learning.

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

<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
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Comment:
The School has been able to fill all vacant positions with appropriately qualified teachers who have traveled to Egypt to work, therefore no Remote Instruction is taking place.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of British Columbia Canadian International School West for:

- the passion and enthusiasm the Owner/Operator has shown for the BC program and for the investment in the building expansion taking place at BCCIS West.
- the success that has been achieved by the OSR in recruiting qualified teachers from within BC or from elsewhere in Canada.
- the outstanding efforts that have been made by the Principal to establish a new BC offshore school, and to implement effective policies, procedures and practices that ensure its efficient operation.
- for its collaboration and commitment in building a supportive community that makes BCCIS West a wonderful place to work, and at the same time, creates a positive school culture that enhances student learning.
- supporting the implementation of BC's curriculum through professional learning opportunities, online resources and intervention strategies to support student learning.
- its strategic approach to literacy skills development and its school-wide approach to benchmark and measure students' English language acquisition.



- transitioning course overviews to the new curricular framework that supports teachers with their instructional planning.
- growing the diversity of assessment methods in alignment with BC's curriculum.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at British Columbia Canadian International School West *continues* to be recognized as a British Columbia-certified school.

