

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL

CAIRO

EGYPT

NOVEMBER 18–20, 2017

INTRODUCTION

On November 18-20, 2017, a certification inspection was completed on British Columbia Canadian International School (BCCIS) in El Shorouk City, Cairo, Egypt, termed the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Doug Lauson (Chair) and Peter Drescher.

The School's B.C. program has an enrolment of 661 students (Source: School Data, November 18, 2017) in grades 1 to 12.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's offshore school representative (OSR), superintendent of curriculum and instruction, B.C. principal, B.C. teachers and other school administrative support staff. The Team met with the owner/operator during the inspection of the sister school in Dubai, UAE.

The owner/operator, British Columbia Canadian International School, is responsible for the B.C. program. In addition to the formal B.C. program, the School operates a preschool program and a kindergarten program. Students from these programs feed into the B.C. program at Grade 1.

The B.C. program's philosophy, objectives and special features include a mission statement of "*Striving for excellence today, preparing students to succeed in a challenging world of tomorrow*". The vision statement states: "*At BCCIS we encourage the pursuit of excellence in all endeavors and the acceptance of responsibility for the enrichment of society*".



This year the School is focussing on developing the learning supports department, inclusion of local Egyptian staff to enhance the cultural school climate and utilizing the built-in time during the school day for teachers to collaborate on implementing the new curriculum. To provide a B.C.-experience to students, the School has outreach programs supporting the local Children's Hospital through fundraising and adopting a national school, both as a means of giving back to the community.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.

Requirement Met Requirement Not Met Not Applicable

Comment:

The previous report did not list any requirements, but did make recommendations to further define the teachers' contract, refine special education protocols and develop consistency among teachers with regards to academics and behaviour standards.

Commendation:

The School followed the suggestions and implemented them this school year. The School is also commended for instituting a school-wide write (K-12) with the students' work being collaboratively marked by the staff to develop consistency.

BUSINESS PLAN

The Owner/operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Not Met

Comment:

The owner/operator submitted a business plan that the Team reviewed. The submission contains details in the four major sections:

1. Description of the School
2. School/Business Operations
3. Human Resources
4. Alignment with International Education in B.C.

The plan describes ways to increase enrollment through specific recruiting, as well as ways to improve the facilities such as replacing the soccer field with artificial turf, adding sports courts



and new playground equipment. Educationally, the School now offers several board/authority approved (BAA) courses. These are listed in Section 4.3.

Of the 34 graduates of last year, 22 students attend Egyptian post-secondary institutions and four attend Canadian universities, with the rest at EU post-secondary institutions.

Together with its sister school in Dubai, the owner/operator is preparing for another year of teacher recruitment challenges, especially seeing that several teachers are entering the last year of their two-year contract.

The School does not formally have a twinning partnership with a B.C. school, but it does have a relationship with Chilliwack Secondary School (SD 33) to host a student cohort to foster international collaboration of students and teachers.

The business plan also refers to the School's strategic planning document, "*BCCIS School Goals and Direction for 2015-18*".

Commendation:

BCCIS is commended for a detailed, well-thought out business plan that is designed to grow the School in future years by improving facilities and education.

OWNERSHIP AND AGREEMENTS/BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The Owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

The owner/operator meets the roles and responsibilities as described in Schedule A and Section 5.00 (Qualification criteria for owner/operators) of the *B.C. Global Education Offshore Schools Certification Agreement*. These 11 points describe the requirements that the owner/operator must meet to be approved by the Ministry of Education to operate an offshore school that teaches the B.C. curriculum.

Further, the owner/operator meets the requirements of Section 2.1 of the inspection catalogue that regulates the establishment and continued operation of the School.

The Team met with the chairman and vice-chairman of the board to discuss the operations of the School including the topics of teacher certification and work visa acquisitions.



Commendation:

The owner/operator has successfully operated BCCIS for 13 years and has expanded the company by opening a second school, British Columbia Canadian School (BCCS), in Dubai, United Arab Emirates. The Team congratulates the owner/operator on the beginning of the second school.

2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. program.

Requirement Met Requirement Not Met

Comment:

BCCIS was given permission to build a school to a maximum of 28 classrooms, each holding 30 students to a total capacity of 840 students by The General Authority for Educational Buildings, General Department of Researches and Studies. On July 31, 2006, the Ministry of Education of the Arab Republic of Egypt authorized the “Canadian International School (British Columbia)” – aka BCCIS – to teach the B.C. curriculum as equivalent to the Egyptian syllabus for students in kindergarten to completion of elementary school. Subsequently, approval to open the School was granted by the Egyptian Ministry of Education’s General Department of Private Education.

The school building is a singular three-story building housing both the elementary, and middle/secondary school wings. It has sufficient classrooms and specialty rooms (science, art, computer, etc.) to accommodate the teaching of the B.C. curriculum. There is a full-sized soccer field, swimming pool and playground on the school grounds.

A fire inspection was conducted in mid-October. On November 1, 2017, the Directorate of Health Affairs Regional/Environment Health Administration examined the exterior and interior environment of the School including analysis of drinking water and “passed” the School.

The two resident doctors carried out an inspection of the cafeteria food services and facility. They and made several health improvement recommendations that have been followed, including food safety training for the cafeteria employees.

The School has developed an emergency plan for the evacuation of Canadian and International staff members from Cairo or even Egypt, should the need arise. The plan was developed in conjunction with the Canadian Embassy and provides for all travel costs borne by the BCCIS board.

Commendation:

The proposed conversion of the grass soccer field to artificial-turf and the proposed addition to the playground equipment will be welcomed by the students. The forethought of a simple but effective evacuation plan for international employees is commendable.



ADMINISTRATION 3.0

3.1 Offshore School Representative (OSR) - The Owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met Requirement Not Met

Comment:

The offshore school representative meets the requirements of Section 14 of the Agreement and Section 3.1 of the inspection catalogue. He has the authority to represent and legally commit the owner/operator. The Team examined the job description of the OSR which describes his roles and responsibilities. The OSR is on a 3-year contract with the owner/operator that expires February 1, 2019

Commendation:

The OSR is an experienced B.C. school administrator who has assisted the owner/operator in the crucial areas of adhering to the Agreement with the Province and in recruiting and supporting teaching staff. He has also provided invaluable advice to the building of the owner/operator's second B.C. school in Dubai.

3.2 The Principal meets the requirements as outlined in section 3.2 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The previous Principal left the School to open the new sister school in Dubai. The current Principal was hired for one year to administer BCCIS during this time. He is a certified Principal who is on an approved leave-of-absence from a B.C. public-school district and has had 10 years in school administration in B.C. The Team examined the Principal's job description and confirms that it meets all the requirements of Section 3.2 in the *Inspection Catalog* and Section 15 in the *2017 Certification Agreement*.

Commendation:

The principal is an experienced school administrator and uses that experience to lead BCCIS during this year of transition. The School is to be commended for implementing its succession plan to recruit a principal experienced in the B.C. offshore program for next year.



3.3 The School meets the administrative support requirements as outlined in section 3.3 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The educational administration consists of the principal, his two vice-principals, superintendent of curriculum and instruction, five department heads (two secondary Humanities and Science/Math), two team leaders (primary and an intermediate) and a PE coordinator. The principal is also assisted by his executive assistant.

The educational team is supported by many administrative support personnel who are directly involved in the business administration operation of the School. These include the vice-chairman of the board, chief financial officer and his staff, public relations, human resources and general managers and business development manager, to mention a few.

The School's Internet system is maintained by the IT department who support the four computer labs, each of which contains a class set of desktop computers.

Commendation:

The School's operation is well supported by a number of employees who are responsible for specific areas of the School's operation.

3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the student records that are kept in the steel filing cabinets in the Records Room on the first floor. The records are organized by grade with each record having a consistent filing system containing student application (registration) forms, copies of the last two report cards and Individual Education Plans, if needed. The enclosed student application form contains the parent/guardian information, emergency contacts and a medical conditions form.

The files also contain a signed Personal Information Release form, Personal Web Release form, Field Trip permission slip and the Acceptable Use of Electronic Communication systems agreement. Not all student files contained a copy of the admissions English language assessment because these students may have started with the School in grade 1.

The formal permanent student record is a hybrid of hardcopies (kept in a fire-proof safe) and electronic information (stored in the PowerSchool administration software). The Team



examined the PowerSchool school system and confirms that it contains all the data that comprises a 1704 form.

Commendation:

The records are organized and orderly, although crammed into the filing cabinets due to space limitations.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Teacher files are stored in the principal assistant's office in a three-drawer filing cabinet. Each file contains a checklist of contents that records the teacher's TRB certification, contract, evaluations, personal information consent form, contact information and a copy of the work visa. The Team noted that not all the teacher files are complete, with some missing teacher certification verifications and others work visa copies.

Teacher Certification: Four teachers have not yet received their Certificates of Qualification (COQ) from the Teacher Regulation Branch, and have an approved Letter of Exemption from the Ministry while their applications are being processed. The School is supporting these teachers through ongoing communication with the TRB and the Ministry of Education.

Work Visas: There are five Egyptian teachers who do not require a work visa to teach at the School. From the information examined during the inspection, BCCIS applied for and was granted exemption for 35 foreign teachers from the Foreign Labour Percentage law for workers (Minister of ManPower, August 15, 2017). This exemption allows BCCIS to hire more than 10% of its teachers from outside Egypt. As of November 20, 2017, these international teachers of the School fall into one of three stages of work visa processing:

- a. 17 teachers on *Approval letters* from the Egyptian Ministry of Education and 1 is in process. These teachers are awaiting their *Receipts* from the Ministry of Labour.
- b. 7 teachers are in possession of *Receipts* from Ministry of Labour, waiting to receive the Work Visa sticker for their passports.
- c. 10 teachers are in possession of *valid Work Visas* after going through the *Approval Letter* and *Receipt* stages.

In addition, there are 2 brand-new teachers entering the process and have just submitted the required paperwork to obtain work visas.

On November 29, 2017, the School provided the Team with an update on the progress of work visa application process in the form of a translated letter from the Cairo Governorate, El



Shorouk Educational Zone, Private Education Department. The letter confirms that the School is allowed to have 35 foreign teachers working in the school and that 15 (named) have work visas and 20 (named) have been approved by the Egyptian Ministry of Education and Ministry of Manpower for work permits.

Two locally certified Egyptian teachers are permitted by an exemption letter from the B.C. Ministry of Education to teach Arabic language and PE courses. These teachers have proof of their certification on file and have undergone criminal records checks.

The Team examined the criminal record checks of the 49 support staff, including teaching assistants, who work with children unsupervised, and it confirms that they all have been processed.

Requirement:

The School must report to the B.C. Ministry of Education that all international teachers who teach the B.C. program must be in possession of valid Work Visas.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team met with groups of teachers to discuss progress made in implementing B.C.'s new curriculum and its implications for planning, instruction, and assessment. The School appears to be well on its way in fully implementing the curriculum in grades 1 through 9. Teachers of grade 10-12 courses have incorporated elements of the new curriculum to varying degrees, positioning themselves favourably when full implementation is required. Staff is to be commended for their high degree of cross grade collaboration as teachers share lesson ideas and assessment practices. Collaboration time is incorporated into the school day to support teachers in their work. Professional development opportunities focussed on inquiry based learning and assessment practices have been provided.

The School's improvement plan has a stated goal of having students take greater ownership of their learning and assessment. A commitment to having students engage in at least one inquiry based learning project or activity in each grade or subject is a declared strategy in support of this goal.

Commendation:

The Team commends the staff for their efforts to fully embrace the new B.C. curriculum and



have students take greater ownership for their learning and assessment as well as their high degree of cross-grade collaboration in sharing ideas and assessment practices.

4.2 The School meets the requirements for English language assessment and acquisition as outlined in section 4.2 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

An English language assessment incorporating reading, writing, and mathematics components is administered to new students at every grade level. The Principal makes decisions regarding admission. The Team notes that, at the time of its visit, a revised assessment was being developed that is to be more interactive, incorporate a speaking and listening component, and serve as a better diagnostic tool to determine appropriate placement and differentiation, as well as a determinant of admission.

Diagnostic reading assessments are completed four times yearly and school-wide writes take place three times per year. Collaborative teams of teachers engage in group marking and discuss how the results of the assessments might inform teaching and learning. Adaptations and modifications are incorporated into lessons for students who struggle with language acquisition.

Students requiring additional support are served by two full time special education teachers, three English language learner (ELL) classroom assistants and seven special education assistants. In addition, there are approximately 20 “shadow teachers” who service specific special needs children. These aides are selected and paid by the parents of the children they service. This year, in an effort to enhance the quality of the support, the special education teachers have become more actively involved in assisting parents with the screening and selection of “shadow teachers”.

4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

BCCIS offers eight BAA courses as indicated below:

Arabic 10 YLOE10A

Arabic 11 YLOE11A

Leadership 11 YIPS11A*

Leadership 12 YIPS12A*

Student Teaching Assistant 11 YED11A*



Student Teaching Assistant 12 YED12A*
 Psychology 11 YPSC11A*
 Psychology 12 YPSC12A*

* Indicates signed by Chair (November 20, 2017)

Course outlines and appropriate approvals were provided and reviewed by the Team. Course exemptions have been granted for Arabic 10 and 11. Exemption letters and evidence of local teacher certification are on file.

4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (d) of the Agreement; namely, that all B.C. program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Not Met

Comment:

The Team reviewed planning documents provided by each teacher and determined that they meet requirements. A standard unit planning template incorporating core competencies, content standards, achievement indicators, instructional methods and differentiation strategies for English Language Learners is being utilized extensively. Short term lesson planning, instruction and assessment appeared to be consistent with the unit plans. There was considerable evidence that students are being engaged in a variety of learning experiences.

Of particular note is an activity called “Daily 5” which is a literacy framework that guides both student and teacher behaviours to create a classroom of engaged and independent readers and writers. It provides a structure in which students participate in one of five meaningful literacy activities, while teachers work uninterrupted with small groups and individuals. It has been implemented in all elementary grades.

Commendation:

The Team commends the staff for their successful implementation of the “Daily 5” literacy framework to support students in their development of reading and writing skills.



4.5 The School meets the instructional time allotments requirements as outlined in section 4.5 of the Inspection Catalogue 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 Not Met

Comment:

BCCIS is in session for 942 hours per year in the elementary grades (5.4 hours per day) and 977 hours per year in the secondary grades (5.6 hours per day). There are 174.5 days in session. The School therefore exceeds the instructional time requirements.

The School has altered its schedule for grades 8 through 12 to better accommodate new B.C. curriculum directions that emphasize concept and inquiry based learning. This has included moving from a linear to a semester system with fewer, but longer classes during the school day.

4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Provincial exam results for English 12 in 2016/17 were reviewed. Compared to all schools in the province, exam marks were close to the provincial average and the differences between school and exam marks were within reasonable ranges compared to provincial results. First time grade 12 graduation rates have consistently been higher than those of all B.C. public and independent schools. The School is to be commended for the high graduation rates of its grade 12 students, and for their favourable provincial examination results.

The School has volunteered to participate in the B.C. Provincial Numeracy Assessment scheduled for January. All grade 10 and 11 students participating in the assessment are enrolled in a Mathematics course this semester and are engaged in problem solving activities and other learning tasks in preparation for assessment.

Student work samples provided evidence of the use of both formative and summative assessment practices. Students are able to demonstrate their learning in a variety of ways. One of the School's improvement plan strategies that addresses the goal of having students take more ownership of their learning and assessment is to provide more prescriptive anecdotal formative feedback on assignments and make a greater effort to showcase quality student work.

Staff take steps to ensure the validity, reliability, and accuracy of their assessments through collaboration with their colleagues, sharing of assessment tools, and group marking of school-



wide writes using B.C. performance standards.

Staff are to be commended for their continuous focus on developing sound assessment practices and for beginning to have students take a more active role in assessing their work.

Commendation:

The Team commends the School for the high graduation rates of its grade 12 students, and for their favourable provincial examination results.

The Team commends the staff for their continuous focus on developing sound assessment practices and for beginning to have students take a more active role in assessing their work.

4.7 The School meets the learning resources requirements as outlined in section 4.7 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The new directions of the B.C. curriculum, with its focus on personalized, inquiry based learning and core competencies are less prescriptive in terms of recommended learning resources. Teachers are required to exercise much greater professional judgement in the selection and purchase of resources that support the curriculum. This places greater responsibility on teachers and school principals to make prudent decisions about resource acquisition and management within adequate budgets.

Classroom Resources

Classroom resources have been adequate for delivering the B.C. curriculum under the previous curriculum. The new curriculum teaching and learning strategies require the addition of additional learning resources in the current and future years. It is suggested that the School determine a set of criteria to be used in the identification and acquisition of learning resources. This may include but not be limited to criteria such as the degree to which resources support the learning standards of the new curriculum, the developmental and age appropriateness of the resources, cultural sensitivity and their effectiveness in supporting high quality learning experiences. It is further suggested that the School move toward a more transparent process for the procurement of classroom and other resources. This includes, but is not limited to, establishment of an annual budget for the school administration to manage in collaboration with their teaching staff.

Library

The library appears to have an extensive collection of fiction and non-fiction print materials, and the number of electronic resources such as world-book online have been growing. There are more than 11,000 catalogued items. A review of library usage indicates extensive use by



elementary classes and very little use at the secondary level. It is suggested that the School undertake a review of its library collection and services in order to ensure that it is aligned with the needs of B.C.'s new curriculum directions. This should include recommendations for the culling of the existing collection, the acquisition of new resources, access to technology, and, most importantly, the role of the library in supporting new curriculum directions at every grade level, which includes but is not limited to the development of research skills and inquiry based learning.

It is suggested that the non-fiction resources to support student research in various subject areas should be increased. Investments in non-fiction resources should be the result of conversations with B.C. teachers around how best to support the new curriculum.

This library is currently staffed by a library assistant, which is a departure from prior years when there was a full-time librarian and an assistant. It is suggested that the School reinstate the position of librarian, who can work with staff in reviewing the library collection and services and in developing a new vision for the library in future years.

Technology

The School appears to be well equipped with technology with four computer labs and at least one computer per classroom. Most classrooms are also equipped with smart boards and LCD projectors. The staff is sufficiently skilled to make extensive use of technology as a teaching tool, and computers and tablets are not unfamiliar to students.

Although there is some evidence that technology is being used as a teaching/learning tool it is not to the level that one would come to expect in a contemporary classroom. The use of technology is growing in importance in the teaching/learning process and this will continue as new curriculum directions are implemented in the B.C. program. The ability to access, analyze, evaluate, synthesize and present information is a fundamental skill that requires ready access to technology.

The computer hardware currently in use is beginning to show its age and a significant number of workstations are often not fully functioning. Although attempts have been made to improve wireless connectivity it is apparent that much more needs to be done. Students currently do not have access to school Wi-Fi.

If the advantages of technology as a teaching and learning tool are to be fully realized, issues of connectivity, reliability and accessibility need to be addressed. There needs to be less dependence on fully functioning computer labs. It is strongly suggested that a hardware replacement plan include the purchase of mobile labs of tablets or laptops along with provision of improved connectivity throughout the School.

The Team notes that School has begun development of a long-term technology plan and the Team concurs that this is greatly needed. The Team suggests that the plan be tied to the



learning and content standards described in the new B.C. curriculum.

4.8 The School meets the student progress report requirements as outlined in section 4.8 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

BCCIS is in the process of migrating to a new student information system and redesigned formal report cards for all grades. The first of the four formal reports of the year was being generated at the time of the visit and the Team was able to review a sampling of the reports at various grade levels.

The Team reviewed a sampling of report card comments submitted for the current reporting period. The Team was impressed by the prescriptive nature and level of detail provided in the anecdotal comments which described student strengths, areas in which there could be improvement and ways in which learning could be supported. This effort is aligned with the School's improvement plan goal to focus on more effectively communicating with parents about student success and grade level expectations. Other initiatives related to this goal are to have student-led parent conferences at all grade levels at least once during this school year and to have students take a greater ownership of their learning and assessment. The Team commends the staff for undertaking these initiatives on a school-wide basis.

Informal reporting to parents includes, but is not limited to monthly updates for students in grades 1-3, I-reports for students who are experiencing learning difficulties in the other grades, and emails to parents as needed. An increasing number of elementary teachers are using a smartphone application called "Class Dojo" to communicate with parents on a regular and frequent basis.

Commendation:

The Team commends the staff for providing informative and prescriptive anecdotal report card comments which describe student strengths, areas in which there could be improvement and ways in which learning could be supported.

The Team further commends the staff for their efforts to have students take a greater ownership of their learning and assessment and for undertaking student-led conferencing as a school-wide initiative.



POLICY DEVELOPMENT 5.0

5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School has, on its website, an excellent parent handbook that details the School's program, calendar, hours of operation, expected behaviour policy, appeals process, field trip and transportation policies, fire drills, etc.

Commendation:

The parent handbook is well organized and easy to follow.

5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The excellent staff handbook provides teachers with the standard school operational information plus detailed explanations on life in Egypt, teaching Egyptian students and other pertinent information required by a new or returning teacher. The teacher evaluation guidelines and expectations of report writing are also included.

However, the staff handbook has not yet been updated to align with the 2017/18 certification requirements.

In the meantime, the School has given each teacher a letter stating the above, and the teachers have acknowledged receipt by signing the letter.

Commendation:

The staff handbook is well done and informative for new and returning teachers.

Requirement:

The staff handbook must be updated to align with the 2017/18 certification requirements.



COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the Distributed Learning requirements as outlined in section 18 of the Agreement and Section 6 of the Inspection Catalogue for offshore schools.		
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: BCCIS does not offer any distributed learning courses.		

CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of British Columbia Canadian International School for:

- Embracing the modernized curriculum throughout the School, with a high degree of cross-grade collaboration and innovative strategies such as the Display 5 literacy framework.
- Continuing to develop sound assessment practices that include student taking a more active role in assessing their work and reporting systems such as student-led conferences.
- High graduation rates and favourable provincial examination results.
- A collaborative school administration that supports teachers to provide the children in their care with the best possible education.
- A supportive Board of Directors who are passionate about continuing the success of the School.

Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 28, 2018, the owner/operator provide the Executive Director of International Education, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The staff handbook must be updated to align with the 2017/18 certification requirements,
- The School must report to the B.C. Ministry of Education that all international teachers who teach the B.C. program are in possession of valid work visas.



SUMMATIVE RECOMMENDATION

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

