

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL

CAIRO

EGYPT

OCTOBER 21-23, 2018

## INTRODUCTION

On October 21-23, 2018, a certification inspection was completed on British Columbia Canadian International School (BCCIS) in El Shorouk City, Cairo, Egypt, referred to as 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 and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Henry Contant (Chair) and Kevin Kraushar.

The School's B.C. program has an enrolment of 710 students, in grades 1-12. Although the School also operates an extensive early childhood education (ECE) and kindergarten program, it is not part of the B.C. program.

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 owner/operator, offshore school representative (OSR), B.C. principal, two B.C. vice-principals (elementary and secondary), most of the B.C. teachers, as well as some key Egyptian support staff and administrative staff.

The owner/operator, British Columbia Canadian International School, is responsible for the B.C. program. In addition to the certified B.C. program, the School operates an early childhood education (ECE) and kindergarten program. Worthy of note is the fact that most students enrolled in both of these programs eventually enroll into the School's B.C. program in grade 1. The owner/operator has successfully operated BCCIS for 14 years.



The B.C. program's mission statement, philosophy, objectives and special features include the following:

**Mission:** Striving for excellence today; preparing students to succeed in a challenging world tomorrow.

**Vision:** At BCCIS there is encouragement in the pursuit of excellence in all endeavours and the acceptance of responsibility for the enrichment of Society.

**Special Features:** Arabic Program Dual Accreditation

It is also important to note that the British Columbia certified program of studies has also been authorized by the Ministry of Education of Egypt. Although the language of instruction is English, the additional Arabic language, Egyptian Social Studies and Religion offered at BCCIS are taught for appropriate grade levels and in Arabic. Egyptian Nationals sit for Egyptian Ministry of Education exams in grades 3, 6, 9, 11 and 12.

BCCIS has some broad goals that guide the administration and staff in their decision-making process with respect to the School. These goals include:

- Providing students with an exceptional and comprehensive environment in which to achieve their aspirations and make a positive contribution to the global community.
- Fostering the holistic development of students and development of a harmonious, updated, globally connected learning environment that inspires students to envision new possibilities.
- Empowering students to achieve their aspirations through a partnership of motivated students, caring staff, and involved parents within a dynamic British Columbia, Canada educational system.

BCCIS believes that all students are entitled to:

- The highest educational standards that foster intellectual and individual growth.
- A stimulating, joyful education that embodies internationally respected values and qualities.

The Team would like to thank British Columbia Canadian International School for its warm hospitality, active cooperation and thorough 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:

There were two requirements contained in the previous (November 2017) inspection report.



**Two requirements from the previous inspection report:**

1. ***The staff handbook must be updated to align with the 2017/18 certification requirements.*** The staff handbook has been updated and now includes the statement that *'the Province of British Columbia is not party to the contract of employment between the owner/operator and the teacher and that the Province of British Columbia is not liable in any event, instance or circumstance'*.
  
2. ***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.*** The Human Resources department at BCCIS has worked with the Egyptian authorities to facilitate a Visa process for the foreign teacher that begins earlier, involves less time spent by teachers at the Visa Office and has a shorter timeline.

**Commendation:**

The School is commended for the implementation of some suggestions of the previous report aimed at strengthening the School. Further, it is also commended for striving to create a school culture of continuous improvement with a commitment to the on-going implementation of the remaining suggestions within the current and following year.

**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 its business plan on September 30, 2018. Following the template of the Ministry of Education, the School has developed a comprehensive plan in regards to:

1. Description of their School facilities
2. School Growth Plan
3. Human Resources
4. Alignment with International Education in B.C.
5. School Finances

As requested by the Ministry of Education, International Education Branch, it was reported that the School has filed their latest audited financial statements with the Ministry.



**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:**

BCCIS has been owned by British Columbia Canadian International School for the past 14 years.

The Team commends the owner-operator for continuing to manage the School in a manner that ensures the School's long term financial sustainability.

**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 consists of three buildings within a gated, well-secured campus. The main school building which houses the Grade 1 to 12 programs has three levels which includes a total of 52 classrooms, 4 computer labs, 1 art room, 1 music room, 1 science prep room attached to a classroom, 1 gym, and 4 learning support rooms. It also has a library, an auditorium and a cafeteria. The area surrounding the main building has a 'primary garden' play area in a secure area at the front of the School. The area behind the School has a large field, a smaller field, an outdoor swimming pool and small play area.

The kindergarten program is housed in a separate building called the KG2 building which is separated from the main building by the parking lot. This building has two levels with five classrooms. There is a large secure play area adjacent to the building.

The third building, the ECE building, houses a preschool program called "preschool" for three-year-olds and "KG1" for four-year-olds.

There appears to be an appropriate level of cleanliness and security at the School. However, some outstanding facility and playground repair issues remain and may have the potential to compromise student safety if not addressed in the immediate future.

As required by the Ministry of Education, B.C. Global Education Program, the School has developed a comprehensive school emergency plan for 'any event that would cause an



unplanned temporary or permanent closure of the school'. These plans have been appropriately vetted by the OSR for accuracy and functionality.

In summary, the following is a plan for any emergency situation:

1. Vice-chairman or the principal will receive the information.
2. An emergency call out plan will be used to call all staff members with further instructions or instructions to meet.
3. If phone contact is not made, personal contact will be made and all staff will gather at one of two prescribed locations.

#### **Evacuation from Cairo**

- If an evacuation from Cairo is required, the Board will be responsible for transportation to and housing in a city within the country that has access to an international airport. The transportation will be the safest and the fastest available.
- The decision about evacuation will be decided through consultation with the Canadian Embassy and other international schools. If the Embassy decides to send 'non-essential' personnel out of the country this would be a very good indicator that the evacuation plan needs to go into effect.
- Evacuation would be offered to all employees who are hired from outside of Egypt.
- During the evacuation period, teaching staff will be responsible to communicate with their students either through eConnect or other technology to ensure that some curricular outcomes are met.
- For any staff member choosing not to participate in the evacuation plan, she/he will not be eligible for reimbursement equivalent to the evacuation costs incurred by the Board.

#### **Evacuation from Egypt**

If evacuation from Egypt becomes necessary the following will apply:

- A flight will be arranged to depart Egypt. The flight will be earliest flight available by a reputable carrier (e.g. KLM, Lufthansa, Egypt Air) and to the city in Europe that the early flight is flying to. The cost of the flight to Europe will be at the expense of the Board.
- Accommodation will be paid by the board for a period of 72 hours to allow staff to make a further decision about their next destination.

The emergency plan has been created to ensure:

- Safety of students
- Safety of staff from British Columbia, other western regions, and other expats at the School
- Evacuation of B.C./Canadian staff from Egypt.
- Communication during or following the disaster
- Continuation of educational programs for students



### 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 current OSR/superintendent has been a member of the BCCIS team for three years. Most of his 35+ years in education has been spent in leadership positions within B.C. where his last position was as principal of a large public secondary school of 1500 students from grades 10-12. His professional experience has included elementary, middle and secondary schools.

Since his 'formal' retirement the OSR has remained involved in education. In the role of faculty advisor, he worked with student teachers at the University of British Columbia as well as the University of Victoria. In addition, he has been involved with global education as a B.C. offshore school inspector, with international student program development, and in international student recruitment. Finally, the OSR has had the privilege to mentor new teachers and administrators in a variety of settings in several different countries.

The OSR was officially appointed by BCCIS on January 1, 2016 at which time he served full-time at BCCIS for 1 year. His current two-year contract ends on February 1, 2019. It was reported verbally to the Team that the OSR's current contract will be extended for an additional two years.

The Team confirms that the OSR meets all the requirements set out in section 14 of the Agreement.

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

The School is commended for appointing a highly qualified OSR who brings with him many years of visionary and practical leadership, a commitment to support the owner/operator and B.C. principal, and a passionate advocacy of the B.C. K-12 program.



### 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 principal will complete his first year as principal at BCCIS in January 2019. He is currently under contract with the School until August 2020.

Previously, he was a teacher and served as principal in both B.C. and Alberta throughout a lengthy educational career spanning some 35 years. In 2014 he began serving as principal in Canadian offshore schools in Qatar and South Korea. In January 2018 he was appointed the principal at BCCIS.

The principal is supported by an Egyptian executive assistant to the principal, a secondary VP, an elementary VP and a superintendent/OSR. In addition, his immediate leadership team includes a director of the early childhood education (ECE) Program, which, although not part of the B.C. program, remains the main source of enrolment into the B.C. program.

The principal meets the requirements as outlined in section 3.2 of the inspection catalogue for offshore schools.

#### Commendation:

The principal and vice-principals are to be commended for stepping into leadership positions that had seen significant turnover, restoring some leadership stability within the School.

### 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 vice-chairman is onsite daily to oversee the operation of the School. BCCIS has a large team of administrative support staff including financial officers and accountants, an operations manager, security guards, IT personnel, medical staff, public relations manager, HR manager, business development manager, head of transportation, head of custodial staff, and registrar.

The continuity of support and knowledge of the local school community offered by the principal (executive) assistant and the business development manager to both the principal and OSR/superintendent is seen as essential and invaluable.



The School is to be commended for a full complement of administrative support services that are all designed to support the School's delivery of its educational program.

### **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 securely stored in filing cabinets in the records room. Albeit filed separately, each student had a permanent student record (PSR) card showing the Personal Education Number (PEN), school and attendance record and historical achievement records by grade/year. The file also contained all the student's report cards and English language assessments, as well as Arabic policies and letters.

The School has not yet updated the new student and parent consent forms based on the Ministry requirements for the 2018/19 school year.

The School is also required to review all permanent student records (PSR Cards) as well as any electronic copies, if applicable, to ensure that medical/legal alert indicators and psycho-educational files/IEP's are identified, have the appropriate accompanying documentation in the student files, and are properly identified as inclusions on the personal student record.

**Requirement:**

The School is required to implement the new student and parent consent forms that have been updated based on the Ministry guidelines for the 2018/19 school year.

The School is required to review all permanent student records (PSR Cards) as well as any electronic copies, if applicable, to ensure that medical/legal alert indicators and psychoeducational assessments/files and IEP's are identified, have the appropriate accompanying documentation in the student file, and are properly identified as inclusions on the personal student record.

### **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:**

The Team examined the School's updated (October 1, 2018) TRB verification response file that was provided at the beginning of the inspection and compared it to the list of teachers who are currently teaching in the B.C. program from grade 1-12.



The Team also reviewed two letters of exemption (expiry October 31, 2018 and November 16, 2018) from the International Education Branch of the Ministry of Education that allow a total of eight teachers' permission to teach in the B.C. program. Of those teachers whose application for B.C. certification with the TRB is still 'in process', the Team identified three teachers whose application was still 'in process' at the time of this inspection.

The Team suggested that a second exemption letter for these three teachers be requested from the B.C. Ministry of Education (International Education Branch) before October 31, 2018. This could potentially grant an additional four-week extension to allow for their applications to be evaluated and processed. During the inspection visit the OSR prepared such a letter and shared with the Team a copy of the letter that he intends to send before October 31, 2018.

The Team is satisfied that the School is fully aware of and supportive of these teachers in the completion of their TRB application. The School is encouraged to review weekly updates from each of these teachers (individual screen shots from the TRB website) to monitor each applicants' progress towards completion of all outstanding documents and requirements identified by the TRB.

The School also employs a few teachers who are locally certified. The Team confirms they have received the appropriate approval for doing so from the Ministry of Education.

Notwithstanding those teachers for whom a letter of exemption has been granted, the **Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.**

#### 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 observed evidence that the new curriculum is being implemented from grade 1 to 10. Curriculum documents, including unit and lesson plans, indicate that curricular competencies are a part of the lesson planning and implementation process. Posters of the various core competencies are displayed on the walls of classrooms and hallways, and samples of student self-reflections were observed in multiple classrooms. A wide range of learning activities was observed, from teacher-directed instruction to collaborative, student-led activities.



The School has enrolled a significant number of students with learning needs who would benefit from the implementation of IEP's. While the School has hired two learning resource teachers to address the unique learning needs of these grade 1 to 12 students, a greater commitment to developing special education services is still needed.

The Team suggests the School revisit its admissions policy to decide the extent to which it will serve special needs students. Further, the use of 'shadow teachers' and the School's class size and composition policy should be re-examined and adjusted as necessary to help fulfill the School's mission to serve these students.

The Team observed authentic instances where students were being given opportunities to self-assess their progress in a variety of areas. Written work and verbal communications were effectively used to promote growth in this respect.

The School is actively working to implement the new curriculum in grades 11 and 12, with several classes being taught using the new curriculum. Curriculum documentation reflects this transition though it is in a developmental stage.

The School has been providing professional development for its teachers to support the continued transformation to the new competency-based framework curriculum.

**Suggestion:**

The Team suggests the School revisit its admissions policy to decide the extent to which it will serve special needs students. Further, the use of 'shadow teachers' and the School's class size and composition policy should be re-examined and adjusted as necessary to help fulfill the School's mission to serve these students.

**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:**

Students' language proficiency is assessed upon application to the School, and only those meeting the pre-determined criteria are admitted upon approval by the principal. Reading and comprehension is assessed regularly throughout the year in the elementary school, and leveled readers are used in many of the classrooms to promote reading and language acquisition. Grade-wide writes take place two to three times each year, are assessed collaboratively by the teachers, and have prompts taken from the core competencies.



The School has identified a significant amount of students who would benefit from English language learning (ELL) support. The School lacked sufficient personnel necessary to address the many learning needs that are evident. The Team suggests the School provide additional support for its students who are struggling with language acquisition.

English 12 provincial exam results from the past several years indicate that by the time students' graduate from BCCIS on the whole they are prepared and equipped for post-secondary studies taught in the English language.

**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:

The Team confirms that the School meets course credit requirements.

The single BAA course at the Grade 10 level, Arabic 10, has been updated to reflect the new curricular framework. It was signed off by the Team chair during the inspection.

**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 School has developed a course curriculum template that includes the required elements, though explicit reference to core competency development is not consistent. The School is commended for the extent to which curriculum documents have been transformed and are consistent with classroom practice. The Team encourages the School to further develop its curriculum documentation to reflect the approaches necessary for competency-based learning. Planning documents for courses in grades 10 through 12 also reflect the new curriculum though some of these are still in a developmental stage.

Commendation:

The School is commended for the authentic manner it is implementing competency-based education and the consistency established between curriculum documentation and classroom learning activities.



**4.5 The School meets the instructional time allotment 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:

The Team confirms that the School meets the instructional time allotment requirements.

**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:

School administration and teachers review foundation skills assessments (FSA) and provincial exam results and collaboratively assess school-wide writes using the B.C. performance standards to ensure that school grades accurately reflect individual student achievement in the B.C. curriculum. Exam results and school marks are also reviewed with action being taken if necessary to reduce significant discrepancies should they occur. The Team reviewed English 12 provincial exam scores from the past several years and confirm that course and exam marks are closely aligned.

School administration are responsible for the invigilation of the English 12 provincial exams and numeracy assessments. Students write in a secure computer lab and have access to only the permitted materials.

Commendation:

The School is commended for providing the network of support necessary for their grade 12 students, all of whom were English language learners, to successfully pass the English 12 provincial exam in the 2017/18 school year.

**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:

Teachers at the School are supplied with adequate instructional resources. These include textbooks, novels, access to photocopiers, digital media, and print media. A collection of



digital resources supplement hard-copy resources, and while reliable access to the internet has not yet been achieved, it is stable enough over the course of a week to allow for most of the intended learning activities to be addressed.

The library houses approximately 11,000 titles comprised of fiction and non-fiction works. Three book fairs hosted throughout the year serve the functions of supplementing the library collection as well as to promote literacy across the grades. The local librarian manages the library space and orders the majority of the student and teacher resources.

Students up to grade 7 are brought to the library for one block each week. On occasion students in the higher grades are given the opportunity to work in the upstairs section of the library. The Team recommends that the School consider hiring a B.C. certified teacher librarian to ensure materials that support the aims of the revised B.C. curriculum are readily available to both students and teachers and to facilitate learning activities focussed on promoting growth of the core competencies in the library space.

Classrooms are outfitted with computers, projectors, and/or whiteboards. Computer labs house functional though aging desktop computers. In general, the technology hardware used to support learning at the School is becoming increasingly inadequate. The Team suggests the School take action to update its digital infrastructure in support of learning.

The principal or designate (the vice-principals) preview learning resources being considered for adoption and sign off on them before they are added to the permanent collection.

#### **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:**

The Team noted assessment data in the form of numerical values, rubrics, and anecdotal comments being collected consistently across all grade levels. From grades 1 through 7 formal report cards are issued three times per year with student-led conferences taking place prior to their release. Four formal reports are prepared (two per semester) from grades 8 through 12, with teacher/parent/student meetings scheduled once each semester. Aside from formal reports, communication with parents takes place in various manners including face-to-face conversations, phone calls, class newsletters, apps such as *Class Dojo*, and emails.

The required elements of summative reports were included with the exception of student self-reflection of the core competencies. Additionally, it was noted that work habits were not consistently reported in all curricular areas. The School is required to develop mechanisms



for students to complete self-reflections with teacher support, and to report these comments to parents at the final summative report of the year.

**Requirement:**

The School is required to report student-self assessments of the core competencies to parents with the final summative report of the year, and to ensure that work habits are reported for all subjects.

## 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 Team reviewed the School's updated 2018-19 parent/student handbook. It contains appropriate information for students and their parents on such topics as the vision, mission and beliefs of BCCIS, the curricular programs from grade 1 through grade 12, the School's schedule/ timetable, a description of the admissions process, and a number of school policies that directly impact students and their parents.

These include such items as Student Behavior Policy, Attendance and Lates, Appeal Process, Doctor and Medical Procedures, Communications, Field Trips, Mosque, Textbook Policy, Band Instrument Policy, Technology Use, Locker Use, Cafeteria Expectations, School Uniform Policy, Extra Curricular Participation, After School Activities, Academic and Personal Honesty, Transportation and Bus Rules, Fire Drills, School Lockdown, Staff Contact Information, and Internet Safety Tips for Parents.

In short, the BCCIS Parent Handbook is relevant, informative and very helpful for parents and students alike.

### 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 Team reviewed the School's updated 2018-19 BCCIS teacher handbook. The extensive 51-page handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the B.C. offshore school program in Cairo, Egypt.



Topics covered within the Handbook include such items as:

School Calendar, Schedules, Responsibilities of Members of the Administration /Support Team, Staff Contact List, Communication Expectations and Professional Courtesy, Personal Days, The typical Egyptian student, Attendance, Bell schedule, Cafeteria, Bus Matrons, Cleaning Staff, Photocopying Center, Business Center, Classroom Resources, Playground / Physical Education Equipment, Staff Communication, Communications with Parents, Doctor and Medical Procedures, Extra-Curricular Participation, Playground Supervision and Expectations, General Information, Student Behavior Policy, The BCCIS Code of Conduct, Summary of Specific School Rules, Transportation and Bus Rules, Reporting, Overviews, Lesson Plans, Classroom, The Certification Process, and B.C. Teacher Evaluation Guidelines.

In summary, the staff handbook is clear, extensive, and informative.

## 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.**

Requirement Met       Requirement Not Met       Not Applicable

Comment:

The School does not offer any distributed learning (DL) courses.

## CONCLUSION

### Commendations:

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

- The implementation of some suggestions of the previous report aimed at strengthening the School and also for striving to create a school culture of continuous improvement with commitment to the on-going implementation of the remaining suggestions within the current and following year.
- Providing the network of support necessary for their grade 12 students to successfully pass the English 12 provincial exam in the 2017/18 school year.
- The appointment of two vice-principals to support the principal in providing educational leadership within the school.



- The authentic manner in which teachers are implementing competency-based education and the consistency established between curriculum documentation and classroom learning activities.

## 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, 2019, the owner/operator provide the Executive Director of International Education and Independent Schools, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:**

- The School is required to implement the new student and parent consent forms that have been updated based on the Ministry guidelines for the 2018/19 school year.
- The School is required to review all permanent student records (PSR Cards) as well as any copies, if applicable, to ensure that medical/legal alert indicators and psychoeducational assessments/files and IEP's have been flagged, have the appropriate accompanying documentation in the student file, and properly identified as inclusions on the personal student record.
- The School is required to report student-self assessments of the core competencies to parents with the final summative report of the year, and to ensure that work habits are reported for all subjects.

## SUMMATIVE RECOMMENDATION

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

