

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

BRITISH COLUMBIA CANADIAN SCHOOL

DUBAI

UNITED ARAB EMIRATES

NOVEMBER 22-23, 2017

## INTRODUCTION

On November 22-23, 2017, a certification inspection was completed on British Columbia Canadian School in the Dubai Investment Park, Dubai, UAE, termed BCCS or 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 has an total enrolment of 100 students from 23 different nations (Source: School Data, November 22, 2017) in kindergarten to grade 6. However, only 71 students (grades 1-6) are in 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, elementary coordinator, B.C. teachers and other school administrative support staff.

The owner/operator, British Columbia Canadian School, is responsible for the B.C. program. In addition to the formal B.C. program, the School operates a private kindergarten program, which is intended to provide students to the grade 1 B.C. program.

The School's vision is based on the belief that all students are entitled to the highest intellectual standards that foster intellectual and individual growth and that this is accomplished through an education program that embodies internationally respected values and occurs in a community in which students, parents, teachers and leaders work together to support each



student's achievements. The School's motto is: *"Respect oneself; Respect Others; Respect for the Environment"*. The School logo incorporates three maple leaves, each leaf representing each of the three types of respect.

The Values system of the School believes that all students should learn to:

- be independent thinkers,
- confront and overcome challenges,
- be decision makers,
- access, analyse and apply information,
- use technology to facilitate learning,
- be active and responsible participants in learning,
- use everyday experiences to achieve their full potential,
- be dynamic contributors to society.

The Team would like to thank British Columbia Canadian 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:

British Columbia Canadian School (BCCS) is in its first year of operation under the B.C. program and is undergoing the B.C. certification process for the first time.

Commendation:

The Team toured the new building which has been newly constructed specifically for this school. The part of the building in which the current school operates opened in September 2017 and is modern in design with bright classrooms and administration areas. Phase 2 is still under construction and is planned to open in 2018 to accommodate up to 300 students. The School is to be commended for its commitment to provide an excellent learning facility.

## 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.

In its first year BCCS has started with seven grades, kindergarten to grade 6. The business plan is to add grades 7 to 9 in 2018 and grades 10 to 12 in 2019. The Phase 1 building project is almost complete with Phase 2 scheduled for completion in 2018, including the main gymnasium, indoor swimming pool, and sports fields and outdoor courts.

The School has developed a three-year strategic plan *School Goals and Direction 2017-19* that describes actions plans for school improvement. Using the usual avenues of marketing, the School plans to increase enrollment according to its plan. One of the advantages of the school's location is that the Dubai Investment Park is a quickly growing, desirable area with a proposed Metro station nearby. Expo 2020 will also be hosted nearby, increasing the exposure of the area.

Together with its sister school in Cairo, the owner/operator is preparing for another year of teacher shortages and it wants to ensure appropriately qualified teachers are hired. Neither school has a formal twinning arrangement with a B.C. school, but there are ongoing discussions with a school in the Chilliwack School District.

Commendation:

BCCS is commended for a detailed, well-thought out business plan that is designed to grow the School in future years by completing the construction of excellent facilities and focussing on high quality 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. The owner/operator also meets the requirements of Section 2.1 of the inspection catalogue that regulates the establishment and continued operation of the



School.

The owner/operator has successfully operated the sister school, British Columbia Canadian International School in El Shorouk City, Cairo, for the past 13 years.

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. The vice-chairman met with the inspectors prior to the close-out meeting with the staff, during which the commendations, requirements and suggestions were discussed in detail.

Commendation:

The owner/operator is commended on successfully opening BCCS in September 2017, despite construction. In order to facilitate the completion of Phase 1 and the ongoing smooth construction of Phase 2, the chairman temporarily relocated to Dubai to oversee the project.

## **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:

The development and building of the School have been approved by the Knowledge and Human Development Authority (KHDA), which is a government entity that controls the growth and development of private education in Dubai. The approval was granted on July 29, 2016. New schools will have two informal KHDA inspections in the first two years of operation and in the third year, a full inspection and rating report is completed. Thereafter, the School will undergo a KHDA inspection annually, in addition to the B.C. inspection. The Dubai Municipality approval was granted to BCCS on October 4, 2016.

The School provides food services through a third-party caterer by means of a contract that outlines the services provided by the caterer and the responsibilities of the School. The School also contracts medical services to a third-party clinic that provides a nurse on site every school day and a doctor twice a week. The Dubai Health Authority provided a licence to operate the Out-Patient care facility that expires on September 19, 2018.

The Dubai Civil Defense (DCD) is an Emergency Management Organization and is responsible for Fire/Rescue. It conducted a safety inspection on September 6, 2017. On September 16, 2015 the Government of Dubai has approved a professional licence to operate British Columbia Canadian School (expiry September 15, 2018).

The school building is, at present, a single three-story building housing both private junior kindergarten (KG1) and kindergarten (KG2) programs as well as the British Columbia grade 1 – 6



program. The Phase 1 building includes the multi-purpose, administration, classroom and cafeteria blocks. Phase 2, the second annexed building, will house grades 7-12 over a two-year period beginning in September 2018 and will add two large classroom blocks as well as sports fields and an athletic facility containing an indoor swimming pool and gymnasium. The Team examined the plans of both buildings.

**Commendation:**

The new Phase 1 building provides sufficient space for the current enrollment. The facilities are clean and well-used by the students and staff despite air conditioning difficulties.

The owner/operator is to be commended for the financial commitment to ensure that the School is provide with satisfactory facilities to conduct the B.C. program.

### 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 Authority. 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.

The OSR is an experienced B.C. resident who has held senior administrative positions in B.C. schools for over 20 years. He has also been an inspector of B.C. offshore schools, educational consultant and a faculty advisor at the University of Victoria.

**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 temporarily moved to Dubai for several months to be on site to assist the owner/operator in the completion of the School for opening in September 2017.



### 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 previously worked at the sister school in Cairo, and was reassigned to BCCS in February to help facilitate the opening of the School. He is under a multi-year contract and he intends to remain at the School for several years.

The principal holds a Masters degree and taught in Cairo for 8.5 years, becoming a vice-principal and ultimately the principal. He was trained in British Columbia and is in this third year of being a principal.

The Team examined the principal's job description and confirms that it meets all the requirements of Section 3.2 in the inspection catalogue and Section 15 in the Agreement. He also has completed the annual growth plan for self-improvement.

**Commendation:**

The principal is doing an admirable job considering the construction projects are still being completed and an entirely new international staff has been hired.

### 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 full-time principal and elementary coordinator and part-time school leadership teacher. This educational administrative Team is assisted by several non-educational support staff including the facilities manager, admissions registrar and HR/receptionist. The most recent hire is an Arabic government liaison officer who is in charge of obtaining appropriate work visas for foreign employees. The financial and technology aspects of the School are covered through third-party firms.

**Commendation:**

The School's operation is supported by a good team of support staff who work collaboratively to run the School.



### 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 a steel filing cabinet in the admission registrar's office. The records are organized by grade with each record having a consistent filing system containing student application (registration) forms containing the parent information, copies of passports, UAE Resident Identification cards, emergency contacts and other demographic information.

The files also contain a signed Personal Information Release form. Some student files contained a copy of the admissions English language assessment because these students transferred in from other schools.

The School has not completed a Permanent Student Record (PSR/1704) for each student. The student demographic and personal data is kept in an electronic format using PowerSchool school administration software, but the software is unable to generate the PSR.

#### Requirement:

The student records must meet the requirements of the inspection catalogue, Section 3.4 and the *B.C. Global Education Program – Operating Manual for Offshore Schools*, Operational Requirements and Expectations, Student Records, Page 32.

The School is required to report to the Ministry of Education that the student records of all children enrolled in the B.C. program meet the requirements of the inspection catalogue and the *B.C. Global Education Program – Operating Manual for Offshore Schools*.

### 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's office in a steel two-drawer filing cabinet. Each file contains the teacher's resume, evaluation documents, growth plans, employment contract and other personal information. The Team was given a binder that included extractions from the teachers' files to simplify the inspection process. The binder contained information of the Teacher Regulation Branch (TRB) certification and work visa information.

Four teachers are in process of obtaining their Certificates of Qualification from the TRB and are teaching under Letters of Exemption from the Ministry of Education. Every international



teacher is in possession of a work visa, or is in the process of obtaining a work visa that should be granted within the next week. The application and obtaining of work visas in the United Arab Emirates (UAE) is a controlled 11-step process that is initially by paper application with supporting documentation. After the work visa is issued (step 4), the process moves to an online process. The Team noted that the one outstanding teacher was in the online system as is awaiting the physical sticker to be affixed into her passport.

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

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

**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 each classroom teacher to discuss progress made in implementing B.C.'s new curriculum and its implications for planning, instruction, and assessment. Staff collaborate informally in exchanging ideas around learning design and assessment. Professional development to date has included a range of topics.

All primary classes (grades 1-3) have a full-time teacher assistant (TA) and at the intermediate level, there are two TAs who rotate among the three classes (grades 4-6).

**Commendation:**

The Team commends the staff for their efforts to fully embrace the new B.C. curriculum and in creating rich and varied learning experiences for their 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:**

An English language assessment incorporating reading fluency and comprehension, writing, and mathematics components is administered to new students at every grade level. The principal makes decisions regarding admission. A review of several student files indicated that there were assessment results for mathematics and the two reading components. The writing sample, although prepared by students and reviewed by the principal, did not include written evidence of having been assessed. All future writing assessments should be scored and recorded using an appropriate scoring rubric, for example, the B.C. performance standards for writing.

There is a plan to have Diagnostic Reading Assessments and school-wide writes once per term and a mathematics assessment at the beginning of the year. This will be discussed further in Section 4.6 (Assessment Methods).

Students requiring additional support are served by three teachers (amounting to 1.25 FTE), and five English Language Learner (ELL) classroom assistants. In addition, there are eight “shadow teachers” (Personal Care attendants) paid by parents who have children with special needs. The School has developed selection criteria (qualifications, experience) and roles and responsibilities for these shadow teachers. The School works with parents in their selection and screening.

The School has overtly embraced a policy of inclusion. Its web site indicates that the School “accepts all nationalities and abilities”. Other neighbouring international schools have been referring students to BCCS for the learning support programs. The School admitted a significant number of students whose English language skills, without support, are not at the level needed to be successful in the B.C. program. It also admitted a number of students with learning challenges that require significant adaptations and modifications to their program. At the time of the inspection the School appeared to have the necessary supports in place to respond to the needs of the students it has admitted.

**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       Not Applicable

**Comment:**

Section 4.3 of the inspection catalogue dealing with course credit issues does not apply to the grades K-9 school program delivery.



**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.

The Team was very impressed with the many fine displays of student work in classrooms and the school corridors. It quickly becomes evident to a visitor to the school that learning matters here, and that the production of quality work is to be celebrated.

Although the staff collaborate in sharing ideas around learning design and assessment, it did not appear that focussed conversations around grade to grade vertical alignment to ensure that a coherent, sequential program of concept attainment and competency development in the various curriculum areas has taken place. Establishment of a more coordinated approach to implementing the B.C. curriculum in this founding year of the school will pay dividends in the years to come.

Commendation:

The staff is to be commended for the many fine displays of student work in the classrooms and corridors of the school – clear indications that learning is recognized and celebrated.

**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:

The School exceeds the instructional time allotments. Students are in session for 5 hours 40 minutes per day for 178 days for a total of 1,008 hours per year.

The KHDA requires that all students, regardless of their nationality, must attend Arabic courses.



Arabian students attend the Arabic A level program, whereas students of Non-Arabic Nations attend the Arabic B program. The A level program has 40 minutes additional time per week, during which the non-Arabic students attend additional French courses.

The extra-curricular program includes both inhouse activities organized and coached by the teaching staff and contracted activities taught by outside firms, including robotics in the first term.

#### **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:**

Student work samples provide evidence of the use of both formative and summative assessment practices. Students are able to demonstrate their learning in a variety of ways and their learning is proudly celebrated through displays of student work in the classrooms and corridors of the school. The use of rubrics is extensive, students are regularly engaged in conversations about what quality work should look like, and they participate in self-assessment.

There is a plan to have diagnostic reading assessments and school-wide writes once per term and a mathematics assessment at the beginning of the year. The first term assessments have taken place. The Team observed that the assessments were done by teachers separately with results being used to inform teaching and learning in their own classrooms. The Team suggests that more could be done to maximize the benefits of undertaking various school-wide assessments. Collaborative group marking of assessments and a discussion of results can help contribute to validity, reliability, accuracy and consistency of these assessments. Compilation and analysis of results on a school-wide basis by staff and administration can help determine what collective steps might be taken to adjust teaching and learning.

##### **Commendation:**

The School is commended for initiating school-wide assessments in reading, writing, and numeracy.

#### **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 Team has a full appreciation of the challenges faced in resourcing any new school before and during its first year of operation, as well as the challenges of locally sourcing or importing



appropriate resources from overseas. It is understood that everything may not be in place on the first day of school. That being said, the Team is of the opinion that the School was not adequately positioned, in terms of satisfactory learning resources, to service the B.C. curriculum at the time of its visit.

### Classroom Resources

Most classroom resources ordered had arrived prior to or at the time of the inspection. The School is awaiting the arrival of some class sets of Science and Social Studies materials that, as the Team was informed, are not expected until the new year due to publication delays. The School has purchased the Scholastic Reading series for each classroom and licensing for Reading A-Z was recently purchased. Physical Education equipment is in very short supply after orders were submitted in February and then having to be resubmitted in early November. It does not appear that the School has an inventory management system in place when resources do arrive.

### Technology

The School has a “bring your own device” policy for grades 4-6 and wireless connectivity is adequate, although it was reported to the Team that it can be unreliable at times. Teachers have been provided with laptops. Smartboard technology is provided in every classroom. Two mobile labs (one with laptops and the other with tablets) have been on order for some time. They have not arrived and there does not appear to be a projected delivery date. The labs are intended to be used in grades 1-3 primarily, grades 4-6 as necessary. They are also intended to support the coding and computational thinking component of B.C.’s K-12 applied design skills and technology curriculum. Ready access to technology has become a necessity in delivering the modernized B.C. curriculum and the School needs to take steps to ensure that it is adequately resourced in this area.

### Library

The library collection has had a positive start with over 700 print resources for Grades 1-3, 134 digital books and 134 Arabic and French language books, three sets of novels and various print reference titles for grades 4-6. Follett licensing gives the School access to 250 online research sites. The ten student workstations planned for the library to allow students to access the online resources or search the print collection have yet to arrive. The School is encouraged to work with staff to help grow the library collection in the coming years, choosing titles that support the B.C. curriculum.

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 wise decisions about resource acquisition and management within adequate budgets. It would be prudent to base resource selection on a clear set of criteria.



**Commendation:**

The Team commends the staff for the perseverance and resourcefulness they have demonstrated in planning for and engaging students in quality learning experiences while they await the arrival of classroom and other resources.

**Requirement:**

The School must track all learning resources, including technology, print, and physical education resources that have arrived since the inspection, as well as the status of items that have been approved, ordered, and are still awaiting delivery.

The School must confirm that the ordered learning resources for the 2017-18 school year have been received and distributed to the teachers.

#### **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:**

At the time of the Team's visit, the School had not yet issued its first report card. A report card template was still in the design stage. Therefore, the Team was unable to determine that requirements had been met.

The School has scheduled three formal reports and two parent teacher conferences during the year. Emails to parents and a weekly class bulletin provide the means to regularly communicate with parents.

**Requirements:**

The Team requires the School confirm to the Ministry of Education that the report card template for each grade level has been completed and successfully implemented.

### **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 published a parent/student handbook that details the School's program, calendar, hours of operation, code of conduct, appeals process, field trip and transportation



policies, fire drills, etc. The handbook is divided into two major sections:

- Section A: General School and Teacher Information
- Section B: Specific School and Student Information

The parent/student handbook is not available on the School's website.

Commendation:

The parent/student 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:

Like the parent/student handbook, the staff handbook is also divided into two sections, but in addition it provides teachers with more detailed standard school operational information. There is a section that documents the process for teacher employment in Dubai. The teacher evaluation guidelines and expectations of report writing are also included.

The staff handbook has been recently updated and contains all currently required information.

The staff Handbook is supplemented with the field trip binder that contains all the information needed to organize filed trips, including the required forms.

Commendation:

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

### **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:

BCCS 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 School for:**

- successfully opening the new school with the challenges of facility completion and construction as well as all other challenges related to school opening, including preparing for the school inspection process,
- fully embracing the new curriculum and creating a rich learning experience as evidenced by the many displays of student work in the hallways and classrooms,
- the resourcefulness of the teaching staff in planning and engaging students while they await the late arrival of their classroom resources,
- initiating school-wide assessments in reading, writing and numeracy, and
- supportive leadership 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 report card template for each grade level has must be completed and successfully implemented,
- the ordered learning resources for the 2017-18 school year must be received and distributed to the teachers,
- confirm that all students have a complete student file and permanent student record card (PSR), either in hardcopy or in electronic format,
- confirm 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 School, Dubai be recognized as a British Columbia-certified school.**

