

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

NEW HORIZON CANADIAN INTERNATIONAL SCHOOL

DHAKA

BANGLADESH

NOVEMBER 6-7, 2023

INTRODUCTION

On November 6 and 7, a certification inspection was completed on New Horizon Canadian International School (NHCIS) in Dhaka, Bangladesh, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The Inspector, appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, was Peter Drescher.

This is the School's first year of operation. It is comprised of a two-year pre-kindergarten program enrolling nine children and the BC program which enrolls three students in kindergarten to grade 2. It was unfortunate that construction delays impacted the spring student recruitment season resulting in low enrolment. The School will continue to enroll students throughout the year and has an aggressive marketing strategy in place to increase enrolment in the coming years.

During the visit to the School, the Inspector reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC and pre-K teachers, admissions staff, a group of parents and the marketing firm contracted to support the School in growing its enrolment.

The Owner/Operator, Knowledge Conglomerate Limited represented by the School's CEO, Anzam Ansar, is responsible for the BC program. Knowledge Conglomerate Limited is a large Bangladeshi corporation with multiple business interests.

The BC program's mission and vision are clearly focused on building community and helping students to find success as well their meaningful place in that community:



MISSION

We will inspire and nurture students to thrive in their learning, provide in their community, and deepen their understanding that education occurs everywhere around them.

VISION

To become a community where all are respected and each member is encouraged to strive to their highest potential.

MOTTO

Values, Innovation, Wisdom.

There are also five core values:

- **Learning & Well-being:** develop a lifelong pursuit of knowledge, critical thought, and (eventually) gain wisdom; be healthy, confident and resilient
- **Gratitude & Leadership:** show appreciation to your family, friends, and classmates; become a person who takes risks and influences others to achieve higher standards
- **Service & Contribution:** a successful life must include purposeful contribution to the lives of others; aspire to a life fulfilled by meaning, purpose, and achievement
- **Selflessness & Humility:** care more about the needs and wishes of others and be a helping hand when needed; be humble in your pursuit of finding your place in the world
- **Community:** come together to help grow your community (whether it be your neighborhood, city, country, or planet) and use your skills and efforts to make it a better place. To build strong and purposeful relationships amongst all community members in the service of student growth and success

The Inspector would like to thank New Horizon 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.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: This is the School's first year of operation and this is its first certification inspection.			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Owner/Operator and the Offshore School Representative (OSR) have developed a thoughtful and comprehensive strategic plan that serves the purpose of establishing a new school very well. The School's mission and vision are foundational to supporting the following four strategic priorities:

- **Student Success:** to provide many pathways for all students to pursue relevant and innovative learning opportunities
- **Leadership Excellence:** to provide a workplace that fosters creativity, inspires excellence and challenges everyone to embrace growth in the service of student success
- **Community Connections:** to build strong and purposeful relationships amongst all community members in the service of student growth and success
- **Thoughtful Management:** to establish dedicated management practices that ensure quality education is delivered to all our students

The plan identifies goals to address each strategic priority, outlines plans for growing the program one grade at a time and including the construction of a second campus to house additional grades.

The student success component of the strategic plan identified eight goals focussed on student achievement. With the School operational for only ten weeks with very few students, evidence informed decisions around priorities for improving student achievement are in their formative stages. The School's administration and staff are fully aware of the need to use assessment data and other evidence to inform their practice and establish priorities in the coming years.

School ownership, staff and administration have been very active in promoting their new school and building relationships with families and the community. Their focus has been on providing quality service and personalized attention to the families who have made a commitment to the School, as they recognize that satisfied parents are key to a successful marketing strategy. The Inspector had the opportunity to meet with most of the School's parents to discuss the purpose of the inspection. It was abundantly clear that the parents were very happy with the School and the quality of the services they were receiving.



A marketing firm has been hired to help build enrolment for the 2024/25 school year. The performance target is for 80 pre-K and 40 K-3 BC program students. A high retention rate for pre-K entering the BC program is a key goal for increasing enrolment in the coming years.

The School is attempting to set itself apart from its local competitors by promoting a BC program that educates the whole child, offers a well-rounded education and makes service learning and the arts significant features.

Commendation:

The Owner/Operator and the OSR are commended for developing a thoughtful and comprehensive strategic plan. Its strategic priorities of student success, leadership excellence, community connections and thoughtful management serve the School well in charting a path of growth, change and improvement in the coming years.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Knowledge Conglomerate Limited, a large Bangladeshi corporation with multiple business interests, is the School's Owner/Operator. A CEO represents the Owner/Operator in attending to the School's operational needs. The CEO has been heavily involved in taking the School from concept to school opening. The Inspector met with the CEO and found his full commitment to providing a quality BC program and a rich learning experience for all students to be readily apparent. He shared Knowledge Conglomerate Limited's plans for a much larger second campus to be constructed nearby. The Owner/Operator has invested heavily in the School and expects to continue doing so both in terms of capital costs and operating expenses.

The Owner/Operator meets all requirements as set forth in the Agreement.

Commendation:

The Owner/Operator is commended for the substantial commitment of both time and financial resources to establishing and growing a quality BC program.



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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector confirmed that the Owner/Operator is partially meeting the requirements set forth in section 5.03 of the Agreement and has one of two appropriate permits and licenses in place to operate the School, including a Trade Licence issued by the Chaka North City Corporation dated July 24, 2023 (to be renewed annually).

The Owner/Operator continues to pursue an operational licence (five-year renewable) from the Ministry of Primary Education which will issue the document following their inspection of the School. The Inspector was advised that the School was not permitted to start the license application process until the first day of school and that this multi-step work in progress is about two thirds complete.

Requirement:

The School is required to advise the BC Ministry of Education and Child Care when it has obtained the appropriate approval and operational license from the national Ministry of Primary Education. Should the approval not be obtained before December 15, 2023, the School is required to submit a progress report to the Ministry.

Ministry update

As of January 10, 2024, this requirement has been met to the satisfaction of the Ministry.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector reviewed inspection/safety certification for building occupancy, safety inspections, cafeteria/food service operation and emergency preparedness. They meet requirements.

The School has a very detailed emergency prevention, preparation, and response plan in place. The plan contains roles and procedures to be followed in the event of any emergency or major disaster. Emergency procedures far exceed local standards. Emergency drills have been undertaken with the full and active participation of the local fire department.

The School's current building houses five classrooms and a library. It contains design features that make it a welcoming place for both parents and students. Classrooms are inviting and conducive to supporting learning. The building is very suitable to offer the BC program.



Ground has been broken for a second campus approximately 3km away. The eight-story structure will contain 35 classrooms, three science labs, a computer lab, two music rooms, a gymnasium and library. It will have a capacity of approximately 800 students. The long-term plan is to house the pre-K program at the current site and K-12 at the new campus.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Offshore School Representative (OSR) has been involved with the BC Offshore School Program in various capacities for twenty years. He also served as an international student recruiter for a BC university. This is his first official position as an OSR. He has been working with the Owner/Operator to bring New Horizon Canadian International School on stream since 2019. The COVID-19 pandemic and construction delays have made this journey a lengthy one that finally became a reality this fall. His contributions in taking the School from concept to opening have been very significant and invaluable. The Owner/Operator and the School are being well served by this OSR. He is most suitable for this position.

The OSR communicates with the Principal at least on a weekly basis and tentatively plans to make two visits each year.

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 operations.

Commendation:

The OSR is commended for his perseverance, tireless efforts and invaluable contributions in taking New Horizon Canadian International School from concept to reality.



2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal comes to her position having served as Deputy Principal and Acting Principal at a middle school in Cairo, Egypt. She has teaching and administration experience in Alberta and taught elementary school in BC for five years. She meets the requirements for the position.

Her supervisory responsibilities at NHCIS include the pre-K program as well as the BC program. She has recognized the importance of leveraging the pre-K program as a means to introduce parents to everything the BC program has to offer. To this end, she has aligned pre-K teaching and learning with many of the approaches used in BC's curriculum and has ensured that pre-K teachers see themselves as integral members of the BC program.

The Principal is an energetic, resourceful, instructional leader who attends to both the leadership imperatives and management tasks of her role. She values the importance of relationships and trust building as a foundation for helping teachers grow and develop as professionals. As the founding principal of NHCIS she is focussed on establishing cultural norms that see the School as a place of learning for professionals as well as for students, a welcoming environment for students and their parents, and has a commitment to providing a BC program of the highest quality.

Commendation:

The Principal is to be commended for fully embracing the challenge of starting a new school, building positive relationships with parents and establishing a collaborative professional work culture.

2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School is well supported by a general manager of operations, a manager of human resources and marketing, admissions counsellors, account officer and numerous support staff. Technology support is provided by the Owner/Operator as the need arises.

The Inspector interviewed the admissions counselling staff and was quite impressed with their knowledge of the fundamental tenets of BC's curriculum and their ability to make comparisons with programs at other international schools. They are well positioned to explain the BC program's features and its similarities/differences to parents.

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

Commendation:

The School is commended for having a well prepared admissions counselling staff who are well positioned to explain the unique features and advantages of the BC program to prospective parents.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector reviewed all student files and found they meet requirements. Student and parent consent forms are complete for the 2023/24 school year. As the inspection was conducted early in the School's first year of operation, student files do not contain report cards as of yet.

2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care. Teacher files contain all the required elements.

Locally certified teachers are hired for the pre-K program and teach art in the BC program. The School's requirement that they possess a bachelor's degree is higher than the local education standard. Criminal record checks (CRCs) are in place.

The School is making efforts to ensure that there is a professional learning culture in place. Certified BC teachers, and locally certified pre-K teachers are seen to be a single team where learning from each other is supported and encouraged. Pre-K teachers are learning about the kinds of teaching methodologies that one would expect to see in implementing BC's curriculum and use some of those methodologies with pre-K children. Professional development days and weekly staff meetings are focussed on the School's strategic goals, curriculum and assessment. Three hours of collaboration time are provided each week. NHCIS has developed a professional development relationship with SD 73 and works



collaboratively with the District Principal of Early Learning & Childcare and other directors in the District Resource Center. The goal is to build connections between teachers with a view to share ideas around good practices in the primary grades and develop cross-cultural experiences with students and teachers.

Commendation:

The School is commended for taking steps to ensure that professional learning is highly valued and becomes well established as part of a collaborative work culture.

The School is commended for ensuring that the pre-kindergarten program and its staff are an integral part of the New Horizon experience and a positive introduction to the BC program.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

As a new school, the Principal and staff have set out to fully implement BC's curriculum. This is reflected in the School's detailed planning documents and the rich and varied learning experiences provided. The School has also taken the extra measure of aligning its pre-K program for three and four-year-olds with the BC program as much as is feasible. Students will enter the BC program with familiarity around self assessment, play based and inquiry learning. They are introduced to Jolly Phonics which extends into the primary grades. Pre-K parents are introduced to the BC proficiency scales. BC's Early Learning Framework provides the foundation for the pre-K program.

Commendation:

The School is commended for aligning its pre-K program with BC's curriculum as much as is feasible and using the BC Early Learning Framework as its foundation.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal administers an English language assessment to each student entering the program. Its purpose is to determine how best to respond to the student's English language development needs.



The School uses the Jolly Phonics program to support all learners. A school wide approach enables all staff to have a common language and focus and to support each other as needed. With the current low enrolment, individualized instruction is very common.

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

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School does not provide challenge, equivalency or Board/Authorized Authority courses.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector reviewed curriculum planning documents which included annual and monthly plans for each curriculum area. They included Big Ideas, Core Competencies, Curricular Competencies, content, First Peoples Principles of Learning, teaching/learning strategies, and assessment methods. A planning template is being used to ensure grade to grade consistency. The Principal holds high expectations in terms of planning for instruction and monitors it closely.

The Inspector found planning documents to be thoughtfully prepared and focussed on student engagement. It was evident that students can demonstrate their learning in multiple ways, engage in critical thinking and self-reflection and practise multiple forms of communication.

Commendation:

School staff are commended for their thoughtful and thorough planning for instruction, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.



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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School offers 883.5 hours of instruction over 155 days. This meets requirements.

2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Both formative and summative assessments are used to assess student work. Students can demonstrate their learning in a variety of ways. Assessments are used to inform practice and communicate progress to parents. Digital portfolios have been created in order to give parents a lens through which to view student work.

Plans for the regular use of school-wide numeracy and literacy assessments are in place.

2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

For a new school with a low enrolment, the Inspector found the School to be reasonably well endowed with learning resources. Classrooms have interactive whiteboards and parents purchase tablets through the School which are loaded with appropriate learning applications. There is an ever-growing digital library available through Google Classroom. Print resources from Jolly Phonics have been purchased and the library collection includes literature with a BC and Indigenous focus.

Teachers report that the School is very responsive to their requests for additional resources.

As enrolment grows, there will be a need to increase investments in print and digital resources. The library will need to see a significant expansion of its collection.



The Principal makes the decisions regarding acquisitions. As enrolment grows and with the need for additional resources there will be a need to have written criteria to determine the appropriateness of resource purchases.

2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School is two weeks away from issuing its first formal report card. A review of the student progress report template indicated that provision is being made for including the provincial proficiency scale and descriptive feedback, and a reporting on the Core Competencies. Three formal and two informal reports are scheduled for the year. One informal report takes the form of a student-led conference. Teachers work with students to maintain a digital portfolio which will be available during the conference.

Commendations:

The School is commended for its use of digital student portfolios to keep parents informed of student progress on a regular and frequent basis. This also serves to showcase the unique features of the BC program which encourages students to demonstrate their learning in a variety of ways.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School's parent/student handbook is current for the 2023/24 school year. It highlights many of the School's foundational principles including its mission, vision, and values. It includes a section on the Core Competencies. The section on student assessment clearly describes the relevant and important elements related to BC's curriculum. The School has admissions and appeals policies in place under separate cover.

The School maintains a very informative and attractive website that contains a large amount of relevant information about the School and its programs.



2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The teacher handbook is current for the 2023/24 school year and the Inspector confirms that it meets requirements as outlined in section 2.27 of the Annual Report. It contains all of the relevant information that teachers would receive as part of a thorough orientation, including, but not limited to the School's mission, teaching and professional conduct expectations, emergency procedures, student assessment and evaluation, teacher evaluation and course outline expectations. Detailed criteria for teacher evaluation are provided under separate cover.

The teacher contract contains the acknowledgement that "the Province is not party to the contract of employment between the Owner/Operator and the teacher" and that "the Province is not liable in any instance were the Owner/Operator is found to be in contravention of the laws or requirements of the country of operation." It is suggested that this be added to the staff handbook.

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

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School does not currently offer courses via Online Learning.

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

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School does not currently offer courses via Remote Instruction.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of New Horizon Canadian International School for:

- the development of a thoughtful and comprehensive strategic plan by the Owner/Operator and the Offshore School Representative (OSR). Its strategic priorities of student success, leadership excellence, community connections and thoughtful management serve the School well in charting a path of growth, change and improvement in the coming years.
- the substantial commitment of both time and financial resources by the Owner/Operator to establishing and growing a quality BC program.
- the perseverance, tireless efforts and invaluable contributions made by the OSR in taking New Horizon Canadian International School from concept to reality.
- the Principal's full embrace of the challenge of starting a new school, building positive relationships with parents and establishing a collaborative professional work culture.
- the well prepared admissions counselling staff who are well positioned to explain the unique features and advantages of the BC program to prospective parents.
- the steps taken by the School to ensure that professional learning is highly valued and becomes well established as part of a collaborative work culture.
- the thoughtful and thorough planning for instruction undertaken by staff, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.
- ensuring that the pre-kindergarten program and its staff are an integral part of the New Horizon experience and a positive introduction to the BC program.
- aligning the School's pre-K program with BC's curriculum as much as is feasible and using the BC Early Learning Framework as its foundation.
- the use of digital student portfolios to keep parents informed of student progress on a regular and frequent basis. This also serves to showcase the unique features of the BC program which encourages students to demonstrate their learning in a variety of ways.

Requirements

In order to meet the requirements of the *BC Offshore School Program Certification Agreement*, the Team requires that by December 15, 2023, the Owner/Operator provide the Executive Director of the Independent Schools and International Education Branch, responsible for the BC Offshore School Program, with a plan and timeline for proposed implementation of the following items:

The School is required to advise the BC Ministry of Education and Child Care when it has obtained the appropriate approval and operational license from the national Ministry of



Primary Education. Should the approval not be obtained before December 15, 2023, the School is required to submit a progress report to the Ministry.

- As of January 10, 2024, this requirement has been met to the satisfaction of the Ministry.

SUMMATIVE RECOMMENDATION

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