

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL EAST

CAIRO

EGYPT

NOVEMBER 13-15, 2022

INTRODUCTION

On November 13, 14, and 15, 2022, an onsite certification inspection was completed on the British Columbia Canadian International School East (BCCIS East) in Cairo, Egypt, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Education Policy Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Wendy Hyer and Hugh Gloster, who served as Chair for this inspection.

The School's BC program has an enrolment of 848 students, in grades 1-12. The School also has an Early Childhood Education (ECE) program that registers children in both KG1 (42 students) and KG2 (50 students) classes. The ECE program registers 92 students and is a natural feeder program for the main school. The entire school, which houses the BC program, enrolls a total of 940 students and is close to its capacity. Future plans include moving the management offices to a nearby location in 2023 to free up additional classroom spaces to accommodate further growth.

During the visit to the School, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal and vice-principals, BC teachers, the Vice-Principal of the Arabic Program, ECE Coordinator, support staff and members of the student union.

The Owner/Operator, Karim Mostafa, is the CEO of Eduhive, an education management company that is jointly owned by a private company, Cairo Investment and Real Estate Development (CIRA) and is responsible for the BC program. Eduhive has also established, managed and consulted on several other school projects in Egypt and the Middle East and in September 2021, opened another BC offshore school (BCCIS West) in sixth of October City, Cairo West.



The School has committed to the mission of “striving for excellence today; preparing students to succeed in a challenging world tomorrow.” They are currently engaged in refining their practice to ensure a high quality, student-centered educational program is offered to all learners.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>While there were no specific requirements in the previous report, the School responded to the suggestions by the previous inspection team. Noteworthy in this regard is:</p> <ul style="list-style-type: none"> • the increase in secondary staffing levels to address growing class sizes; • the focus on staff collaboration at bi-weekly staff meetings; • the addition of a BC certified Connections Director; • the introduction of a consistent template to support teachers with curricular planning aligned with BC’s curriculum; and • the gradual addition of classroom technology as budgets permit. 			
<p>Commendation:</p> <p>The leadership team are commended for the deliberate and focused responses to the suggestions made in the previous inspection report.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator has developed a comprehensive business plan predicated on the historic demand for the BC program, resulting in continued increases in enrolment. The School had its first minor decline in enrolment last year, when ten fewer students registered compared to the previous year. This was attributed to challenges associated with COVID-19 and the decline in the local economy. By contrast, the School experienced a significant single-year increase, with 70 additional students enrolling. Within two years, the Owner/Operator anticipates BCCIS East will reach the maximum capacity of its current configuration.</p>		



The Owner/Operator has already established a second BC offshore school – BCCIS West, in a new suburban area of Cairo, and is considering the potential of further expansion in the future. The rapid growth of other international schools in the greater Cairo area is also being monitored closely to consider the potential impact on BCCIS East and West.

A feature of the Owner/Operator's business plan that ensures the sustainability of the School is the robust Early Childhood Education (ECE) program that is on campus. This includes a nursery/pre-K program operated by a private organization with approximately 11 students enrolled. Many of these students continue on to the KG1 and KG2 kindergarten programs that subsequently feed into the BC program. The ECE program is structured to align with BC's curriculum and helps provide students with more exposure to the English language at a young age.

Commendation:

The School is commended for working closely to align the ECE program and the BC program to ensure a seamless transition into BCCIS East for children and their families.

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:

The Team confirmed that the Owner/Operator meets all the requirements set forth in section 5.00 and Schedule A of the Agreement with the Province of BC, including providing the supports necessary for the Principal to be able to fulfill her duties.

The Owner/Operator was present in the School during the inspection, and met with the Team to communicate his vision for the two current BC offshore schools he is involved with in Egypt. The Owner/Operator also outlined the role of his management company in exploring possibilities for future expansion in the Middle East.

Commendation:

The Owner/Operator is commended for the passion and enthusiasm he has shown for the BC program and for considering other opportunities to expand into different markets in the Middle East.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team confirmed that the Owner/Operator is meeting the requirements set forth in the Agreement and has the appropriate permits and licensing in place to operate BCCIS East. On file during the inspection were:

- a non-expiring Business Licence from the El Sherouk Education Authority giving permission to the School to adopt “a Curricula of a Private Nature (International)”;
- an Annual Operating Licence giving approval for the ongoing operation of a BC offshore school from the Egyptian Minister of Education and Technical Education Ministerial Resolution that is renewed every three years and is valid until 2025;
- a non-expiring Business Licence from the Egyptian Ministry of Supply and Internal Trade Development; and
- a copy of the original, non-expiring Ministerial Resolution concerning “Licencing the establishment of the Canadian International School”.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

BCCIS East opened its doors to 27 students in September 2005. Since then, it has expanded to fully occupy the current campus. The facility includes a main building with three floors that house the grade 1 to 12 students and includes 52 classrooms. Specialty spaces such as a library, auditorium, gymnasium, computer labs, art room, science prep room, music room and cafeteria are all located in the main building. Additionally, the Early Childhood Education (ECE) program is in a two-story adjacent building. This facility includes five classrooms, a music room and a library, along with a well-equipped and secure outdoor play area. A third building on the campus houses the nursery program that is operated by another company.

The School submitted certified translations of required documentation confirming:

- 2022/23 fire safety inspection conducted by the El Shorouk Educational Administration confirming the integrity of the fire safety equipment and the existence of appropriate safety/evacuation/emergency procedures;
- 2022 Cafeteria/Hygiene inspection letter; and



- emergency plans, covering possible scenarios such as having to evacuate the School, or having to relocate staff from the city or the country. These plans clearly articulate that the School has to be prepared for “any event that would cause an unplanned temporary or permanent closure of the School”.

BCCIS East has had significant upgrades to the facility and grounds over the past year. These have included the installation of an artificial turf field, the rebuilding of the outdoor swimming pool, the addition of multiple smart tv’s and the resurfacing of the gym floor.

While the facility is appropriate to house the BC program, feedback during the inspection confirmed that there is a strong desire on the part of staff and students to see upgrades being made to the computer technology. The existing computer labs are no longer able to run some educational software that enhance the delivery of the program.

As the School has welcomed students with special needs into the program, it has also pointed out challenges associated with accessibility to areas of the School that can’t be reached by students with mobility challenges.

The School has well-established health and safety protocols that were implemented during the COVID-19 pandemic and these are communicated in a variety of ways, including in the parent/student and staff handbooks.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

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

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



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

Commendation:

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

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal meets all requirements as outlined in the Agreement. Having taught for 30 years in the BC public school system, including responsibilities as a teacher-leader. The Principal initially joined the administrative team at BCCIS East as a vice-principal in 2018. This ultimately led to a promotion to the principalship in 2021.

The job description for the role of principal is comprehensive and clear, outlining all elements required in the Agreement. The Team noted the very positive and constructive relationship between the Principal, the two vice-principals, the OSR, teachers and support staff. The leadership team, including the OSR, were continually praised during staff interviews for the excellent work they were doing.

The leadership team has acknowledged the importance of building the capacity of staff in the system, to prepare future leaders to assume a variety of potential roles in the future.

Commendation:

The Principal is commended for the passion and dedication being shown in providing leadership for the staff members at BCCIS East.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has a full complement of administrative support staff with responsibilities for either education or management related functions. On the business side of the organization, personnel look after areas such as finance, human resources, business development, admissions, IT and public relations. The School also has both medical and security staff in place to ensure the health and welfare of students and staff.

On the education side, the School is supported by the Superintendent of the Eduhive organization, who assists with strategic planning and supports all schools within the system. Most directly for both BCCIS East and West schools, the Offshore School Representative (OSR) and assumes the full scope of duties outlined in the Agreement. On a day-to-day basis, BCCIS East is led by the Principal with support from the vice-principals at both the elementary and secondary levels.

The education leadership team and the support staff work collaboratively to ensure the School operates in a very well organized manner that creates a positive learning environment. The School also benefits from the long term commitment of this group, as many of its members have been at BCCIS East for multiple years and choose to have their own children attend the BC program.

Commendation:

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

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has dedicated support staff who have implemented consistent routines for both establishing and maintaining student files. Information is being stored both digitally and in hard copy, and fire-proof cabinets are being used to store critical information. This information is also backed up and files of previous graduates are fully accessible should there be a request to retrieve records.



Students' self-assessment of Core Competencies are being stored digitally and reflect increasing levels of sophistication as students progress through the grades.

Current personal information consent forms for parents and students were also on file and the School was diligent in making sure these were updated annually.

The School has recently transitioned from PowerSchool to the Engage school information management system which is being implemented throughout the Eduhive organization.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

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

One teacher on staff had a current and valid Letter of Exemption (LOE), allowing them to teach while their application for full certification was in progress. The teacher and Offshore School Representative (OSR) received a copy of this teacher's teaching certificate prior to the conclusion of the inspection.

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

Teacher files were reviewed during the inspection and found to be comprehensive, well organized and updated as appropriate. Evidence of teacher evaluations were also provided to the Team and demonstrated compliance with the existing policy. The administrative team were also in the process of redesigning the model being used for teacher evaluation to ensure it was yielding the outcomes that were desired by all parties.

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



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed planning documents, visited classrooms and discussed implementation of BC's curriculum with administrators and teachers. It is evident from the conversations, observations and documentation that the School is committed to the implementation of the BC program in grades 1 to 12.

Teachers in various departments were able to provide examples of individual and group-based, project-based and inquiry-based learning, some of which allowed for student choice. During class visits, the Team observed that students were exposed to various forms of instruction and strategies employed by teachers to engage students.

The School has developed several documents that give evidence of the integration of the Core Competencies. Teachers provided examples of how they are using the documents to involve students in self-assessment of the Core Competencies in meaningful ways. One such example provided included how teachers used an Indigenous resource, "The Six Cedar Trees" as a vehicle to introduce and reinforce the Core Competencies.

The Team observed varying degrees of integrating First Peoples Principles of Learning (FPPL) into instructional planning. Staff input indicated that they incorporate the FPPL into their teaching, however, explicit teaching of the principles to students continues to be a challenge for some teachers. Teachers acknowledged that they were much more successful in incorporating Indigenous content and world views into their planning.

The School has implemented the new Indigenous-focused graduation requirement this year; all grade 11 students are enrolled in Contemporary Indigenous Studies 12. Studying the impact of residential schools, participating in Orange Shirt Day, introducing First Nations artwork into Art, incorporating talking circles, studying the Indian Act and reading "The Giving Tree" are examples of topics that were explored in classes. The Team encourages the School to further explore teaching and learning resources for integrating FPPL across the curriculum.

Much like schools in BC, BCCIS East is an inclusive school, enrolling all learners regardless of ability. Programs are developed to support the cognitive, social, emotional and physical needs of students; instruction is differentiated to support individual needs. The School has established a School-Based Team (SBT) to identify and provide support to students with diverse needs. Classroom teachers refer students to the SBT, which consists of an administrator, the counselors, and special education teachers. The team-based approach focuses on a push-in model of student support rather than the traditional pull-out model. In addition to supporting students with exceptionalities, the special education teachers develop



and provide resources for the classroom teacher and educational assistant to support English language learners (ELL).

The Team was impressed by how enthusiastic and articulate students were about the BC program. Specifically, students spoke highly of how both Curricular and Core Competencies were embedded into the curriculum, recognizing how this prepares them for the future. As well, students described their teachers as caring and professional.

Both students and teachers spoke to the importance of creating a school environment that genuinely reflected that of a school in BC. A myriad of events and activities are organized by the School to provide students with a true BC experience, such as Literacy Week, Terry Fox Run, extra-curricular activities, Spring Carnival, Remembrance Day, Halloween, and Orange Shirt Day. Student work is displayed throughout the hallways; vision and mission statements are also posted in every room and both a Student Union and Parent Advisory Council have been established.

This past summer, staff participated in a professional development session on assessment with Ken O'Conner, which was organized by the Ministry. The School was very appreciative of this opportunity as professional development specific to BC curriculum is difficult to access in Egypt. Subsequently, staff tends to rely on one another to share their expertise and knowledge of instruction and assessment. For instance, a mentorship program has been established in which an experienced BC teacher supports a teacher who is new to the School. It is evident to the team that a culture of collaboration exists at the School.

Given the limited opportunities for ongoing professional development, the Team encourages the School to explore other options for providing professional learning opportunities for staff. Organizing a conference for independent schools in the Middle East, hosting book studies, establishing professional learning communities with BCCIS West and/or utilizing online video resources are potential resources that would support professional learning.

Commendation:

The Team commends the staff for creating a sense of community among students and staff.

The Team commends the staff for its collaboration and commitment to implementing BC's curriculum.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Many students in the BC program learn English at a very young age as their parents value the importance of speaking the language. There are numerous English language pre-schools and kindergarten schools in the area, including those affiliated with BCCIS East, so the opportunities to learn English are substantial.

BCCIS East administers English language learning (ELL) assessments to all prospective students. For younger students, the assessment consists of reading comprehension and reading fluency. For older students, the assessment will also include writing and numeracy components. The Principal directly oversees the assessment process and makes the final decision with respect to student admission into the BC program.

Ongoing assessment of students' English language proficiency includes having all students at the elementary level participate in a school-wide write twice a year. Reading comprehension is assessed by the classroom teacher on an ongoing basis, as determined by the teacher. Teachers have access to leveled reading resources and Reading A to Z.

For students struggling with English language acquisition, ELL Educational Assistants provide support to students. These students may be pulled out to work in small groups or the Educational Assistant will support the student in the classroom. As well, the Teacher Librarian supports literacy initiatives at all grade levels. Every fall, the School celebrates literacy week school-wide.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team observed evidence that the School meets the course credit requirements as outlined in section 2.21 (a-e) of the Annual Report.

BCCIS East offers seven Board/Authority Authorized (BAA) courses: Arabic 10 and 11, Peer Tutoring 11 and 12, Leadership 11 and 12 and Psychology 12. Course overviews have been updated to reflect the current curricular framework and have the required Ministry approvals.



Exempted courses include Physical and Health Education 10 to 12 and two approved BAA courses, Arabic 10 and 11. Physical and Health Education is co-delivered by a BC certified teacher who instructs the health component and a locally certified teacher who instructs the physical activity components of the course. The School has a Letter of Exemption (LOE) on file, allowing the delivery of these courses by locally certified teachers.

The Team confirms the School has an equivalency review policy in place and maintains records that demonstrate compliance with the International Student Graduation Credit Policy for equivalency. A student transfer equivalency worksheet has been developed by the School to track when equivalency is granted to a student.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed course overviews, unit outlines, lesson plans, assessment documents and student work samples, all of which provide evidence that grade 1 to 12 course planning documents reflect BC's curriculum. Documents include the Big Ideas, Curricular and Core Competencies, content, FPPL and both formative and summative assessment strategies for each unit of study. Lesson plans show evidence of the integration of Core Competencies. Teachers use the Know-Do-Understand framework to guide them in designing instruction. Assessment tools include the use of *I can* statements and the BC proficiency scales, suggesting teachers are well on their way to refining planning documents to clearly reflect BC's curriculum.

Commendation:

The Team commends the School for the work it has put into transitioning course overviews to reflect BC's curricular framework.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

At the elementary level the School provides 5.4 hours of instruction per day over a reported 166 days per year for a total of 896 hours of instruction per school year. For grades 8 to 12 the School provides 5.5 hours of instruction per day over a reported 168 days per year for a total of 924 hours of instruction per year. This exceeds the Ministry requirement of a minimum of 850 hours for all grade levels.

All students in the School are working toward earning both a Dogwood Diploma as well as the Egyptian Ministry of Education Certificate.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

BCCIS East emphasizes the importance of fair and consistent evaluation practices across all curricular areas. Administrators lead discussions regarding evaluation practices and procedures and reinforce these practices prior to every reporting period.

The School is committed to an evidence-based approach to informing practice and improving student achievement. Foundations Skills Assessment (FSA) and Literacy and Numeracy Graduation Assessment results are used to analyze student progress trends, to set goals and determine areas of focus for improving student achievement. The recently developed school growth plan has identified improving numeracy skills across the curriculum as a goal. This goal will become a focus of upcoming professional development activities.

The Team confirms that the School uses a suite of formative and summative assessment practices that align with the BC program.

Teachers are using rubrics to engage students in self-assessment of the Curricular Competencies and Core Competencies. Many of these rubrics reflect BC's four-point proficiency scale.



The Principal oversees the invigilation of all exams in accordance with the security and invigilation procedures for BC provincial assessments.

Commendation:

The School is commended for using an evidence-based approach to informing practice and improving student achievement.

The School is commended for its shift to competency-based assessment at the grade 8 level.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

As evidenced on the school tour, the facilities include an art room, music room, auditorium, cafeteria, gymnasium, swimming pool, four learning support rooms, a science prep room and 52 classrooms. It also has a library, which has both fiction and non-fiction library resources, textbooks, student workbooks and teacher resource packages.

Teachers reported that while classroom resources were adequate, there is a need for greater access to printed novels and research materials at the secondary level. The Team noted that science classes have insufficient access to lab supplies and equipment.

The School is equipped with two teacher printing stations that are staffed to support teacher resource preparation. It is also equipped with four computer labs and several computer stations in the library and the secondary support room. Smartboards and smart tv's were purchased for half of the classrooms this year. The internet bandwidth at the School is 200 Mbps. Teachers noted that internet connectivity is inadequate and that many of the outdated computers are non-functioning. As such, teachers are hesitant to rely on using the computer labs as an educational resource. Access to updated computer hardware and improved bandwidth would enhance both the teaching and learning experience.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

At the elementary level, the School provides three formal reports to parents. After the first and second formal progress report, teachers facilitate student-led parent conferences. The School is using the BC proficiency scales to describe students' levels of achievement in terms of the prescribed learning outcomes identified in the curriculum. As well, elementary teachers are required to send home a weekly newsletter to parents, highlighting a variety of topics, such as curricular activities, class events and weekly reminders.

Four formal reports are issued at the secondary level during the year. In addition, student-led parent conferences occur after the first and third report card. During the current school year, the School is transitioning from the use of letter grades in grade 8 to the use of the BC proficiency scales to describe the level of achievement of students. Next year, use of the proficiency scales will be implemented at the grade 9 level.

The Team confirmed that progress reports include an attachment that demonstrates the students' self-assessment of the Core Competencies. It is worth noting that the student self-assessments show an increased level of sophistication as the students progress through the grades.

The School distributes report cards electronically and directly to parents. Progress reports and the Core Competency self-assessments are filed in digital form at the School. The Team noticed that the report card and student self-assessment were filed as separate documents. Collating these two documents into one digital file would be beneficial.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has a parent/student handbook which includes a comprehensive description of educational policies, procedures and expectations for BCCIS East. It includes sections dealing with admissions, curriculum, supports, discipline and appeals. Additionally, it provides a thorough orientation to BC's curriculum, as well as differences to be seen in areas such as teaching and assessment practices as well as graduation requirements. This handbook is visually appealing with pictures of students and teachers engaged in different activities.



A worthwhile inclusion in the parent/student handbook is an introduction to parents of the opportunity to engage in decision-making processes by joining the School's parent advisory committee. This is consistent with the goal of BCCIS East to provide a school environment that closely mirrors what parents and students would experience in BC.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The teacher handbook meets the requirements as outlined in section 2.27 of the Annual Report. It is a very comprehensive and informative resource that includes sections orienting teachers to the School as a whole, as well as procedures, policies and expectations for professionals working within the BC program. The handbook contains the requisite policies as well as being a useful tool for prospective teachers to consider the unique nature of this well-established and successful BC offshore school.

Commendation:

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

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

☐ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met ☒ Not Applicable

Comment:

BCCIS East does not currently offer courses through Online Learning.



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

☐ Requirement
Met

☐ Requirement
Partially Met

☐ Requirement
Not Met

☒ Not
Applicable

Comment:

The School has consistently managed to hire appropriately qualified staff to travel to Egypt and work at BCCIS East, therefore, no Remote Instruction is taking place.

CONCLUSION

Commendations

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

- the deliberate and focused responses to the suggestions made in the previous inspection report.
- the work done to closely align the Early Childhood Education (ECE) program and the BC program to ensure a seamless transition into BCCIS East for children and their families.
- the passion and enthusiasm the Owner/Operator has shown for the BC program and for considering other opportunities to expand into different markets in the Middle East.
- the success the OSR has achieved in recruiting qualified teachers from within BC or from elsewhere in Canada.
- the passion and dedication being shown by the Principal in providing leadership for the staff members at BCCIS East.
- the commitment and enthusiasm the support staff bring to their roles.
- the quality of the resources that have been developed and the diligent work that is done to support the onboarding process for new teachers arriving in Egypt.
- the efforts made to create a sense of community that appears to exist among students and staff.
- the commitment to collaborating over the implementation of BC's curriculum.
- the work put into transitioning course overviews to reflect BC's curricular framework.
- the use of an evidence-based approach to informing practice and improving student achievement.
- the efforts made to shift to a competency-based assessment.



SUMMATIVE RECOMMENDATION

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

