

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL WEST

CAIRO

EGYPT

NOVEMBER 22 – 23, 2023

## INTRODUCTION

On November 22 and 23, a certification inspection was completed on British Columbia Canadian International School West (BCCIS-West) 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 Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Mr. Alan Schroeder and Dr. John Churchley, who served as Chair for this inspection.

The School's BC program has a total enrolment of 146 students: 97 in grades 1-7 and 49 in grades 8-10. The School also has an Early Childhood Education (ECE) program that has a two year pre-school and kindergarten program that is not part of the BC program.

During the visit to the School, the Team 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, the Executive Director, BC teachers, the ECE administrator, support staff and management, students, and the Parent Advisory Committee.

The Owner/Operator, Eduhive for Educational Services, is an education management company that establishes, manages, and consults on schools with a variety of curricula in Egypt and the Middle East. The Owner/Operator is responsible for the BC program. Eduhive also operates another BC offshore school, BCCIS-East, in El Sherouk City, a city on the east side of the Greater Cairo Region, as well as other international schools in the region, including a German International school adjacent to BCCIS-West.



The BC program’s philosophy, objectives and special features include a mission of “[s]triving for excellence today; preparing students to succeed in a challenging world tomorrow”. The School’s three broad goals are: to encourage the pursuit of excellence in all endeavours and the acceptance of personal responsibility for the enrichment of oneself and society; to provide students with an exceptional and comprehensive environment in which to achieve their aspirations and make a positive contribution to the global community; and to foster the holistic development of students and to develop a harmonious, modern, globally connected learning environment that inspires students to envision new possibilities.

The Team would like to thank BCCIS-West for its hospitality, cooperation and preparedness for the inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<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:          There were no requirements in the previous report. The School responded to suggestions in the previous report through building stronger connections with BCCIS-East.</p>			

**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 has submitted a detailed business plan and the Team confirms that it addresses the ongoing success and sustainability of the program.

The School is in its third year of operation. Each year has seen strong sustainable growth over the previous year. The School grew by 50% over the 2022/23 year and will be adding grades 11 and 12 over the next two years. The area in which the School is located is an education hub with several international schools adjacent to each other. A train line is being built near these schools as is residential development. All signs indicate the School will continue its growth trajectory. Along with location, the success in enrolment has several factors including the respected profile of the BCCIS brand, the ECE program that aligns with the BC program and feeds into the School, and an inclusive admissions policy which welcomes students of all needs and abilities to the School. This policy is not typical for international schools in the area, and is noted by both students, staff, and parents as an important ethical attribute of the School. Students with diverse needs are supported by the very capable Connections Department.

The Team observed a number of ways in which the School works to continuously improve in support of student success as well as in the professional growth of teachers and administrators. Teacher evaluations contain detailed feedback from the evaluators to teachers based on Charlotte Danielson's framework. Professional growth plans for each teacher connect with this framework and the evaluation. Likewise, the Principal is evaluated on the British Columbia Principals and Vice-Principals Association (BCPVPA) school leadership standards which connects to her professional growth plan. One teacher is pursuing a graduate degree.

The School has a plan to create a multi-year growth plan focusing on student success.

The School shows evidence of deep and significant engagement with the local community and global partners. Local activities include support of the Red Crescent Society, a local cancer hospital and a Clothing for Upper Egypt initiative. Globally, the School has a pen pal initiative with a school in Penticton, and students are also exchanging cultural items. This is a great way to engage students in real world learning and develop important life skills.

Commendations:

The School is commended for the environment of continuous school improvement.



The School is commended for its inclusive nature that encompasses the admissions philosophy of the School and the acceptance of diversity in the school culture. This is supported by the Connections Department and the work it is doing in support of the many students on Individual Education Plans (IEPs).

The School is commended for its active engagement with the local and broader education community.

## 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.

The Owner/Operator has created a leadership structure for the School and within the Eduhive organization that supports the School through experienced and skilled senior leaders and managers.

The Owner/Operator was present in the School during the inspection, and met with the Team to communicate his vision for BCCIS-East and BCCIS-West, as well as plans for additional international schools in the region.

### 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 has written approval to operate the School as outlined in Section 5.03 of the Agreement. The Team viewed certified translations of several government documents approving the ongoing operation of the BC offshore school in Egypt as well as a business licence valid until 2046.



**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 Team reviewed local building, safety and cafeteria documents and permits with translations and confirms that local requirements are being met.

There is extensive information in the parent/student and staff handbooks on proper health and hygiene procedures.

The Team verified that emergency drills are conducted as required including earthquake drills. The School has policies and procedures to respond to a variety of emergency situations and are vetted by the Offshore School Representative (OSR) for accuracy and functionality. There is a phoning tree for emergency notification and plans for school evacuations. This includes plans for staff to be evacuated from Cairo or Egypt should it be necessary.

**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 acting in this role for three years. The OSR has a great depth and breadth of experience and knowledge as an educator and leader. The OSR has been very successful in consistently recruiting fully BC qualified teachers for the School. The OSR is confirmed by the Province and meets all requirements in Section 14 of the Agreement. The Team appreciated the cooperation and participation of the OSR in the inspection. 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 the School's operations.



**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 Team confirms that the Principal meets all requirements as outlined in Section 2.07 of the Annual Report. The Principal is serving in her first year as principal of the School. She has two years' experience as Principal and three years as Vice-Principal of a BC offshore school. Prior to that she had extensive experience teaching in BC public schools. She has an academic background in humanities and has training and experience as a teacher-librarian.

**Commendation:**

The Principal is commended for her strong leadership and her vision to support and build the community of BCCIS-West.

**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 Team confirms that the School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report for offshore schools. The School is still small enough to warrant a principal with no vice-principals, although the need for a vice-principal will increase as the enrolment increases. The School has an Executive Director responsible for overseeing the Arabic program and support staff. The School has an experienced and effective management team in the administrative department covering human resources (HR), admissions, procurement, and other areas. They are supported by Eduhive senior managers that spend significant time at the School.

**Commendation:**

The Owner/Operator is commended for putting together a strong and cohesive group of leaders - academic and administrative, and for his aim to create a supportive school environment for students and teachers.



**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 Team reviewed a sampling of student records and confirmed the presence of all required elements as outlined in Section 2.09 of the Annual Report, including the English language entrance assessment and consent forms. The files are well-organized with a comprehensive registration form and student documentation, and a coloured sticker system to flag medical, legal, or other important information. Hard copies of student files are well secured in a limited access file room, and Permanent Student Records (PSR) are stored digitally.

**Commendation:**

The School is commended for the systematic and comprehensive system of creating, organizing, and storing student records.

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

Locally certified teachers are required to have a university degree. The School provided translated evidence that locally certified teachers holding a university degree that meets defined requirements are authorized to teach in defined subject areas at defined grade levels. Translated criminal record checks (CRCs) were provided for all locally certified teachers and teachers' assistants.

Teacher files are well-organized and have easy to access emergency contact information. Consent forms are complete and up to date.

The School, through the Offshore School Representative (OSR) has been able to attract and retain a strong cohort of teachers this year with many from BC, Canada, and other jurisdictions whose education systems share characteristics with BC's. Working with the HR department, the OSR ensures that new teachers have a thorough orientation and are connected with colleagues and information needed to live and work outside of Canada. New teachers travel to the School from Canada as a group and are met at the airport with busses and several leadership/management staff to welcome them. This builds a sense of belonging and teamwork and shows evidence of caring for teachers and their Offshore experience.



Professional development opportunities have focussed on curricular planning documents including assessment, differentiation of instruction, educational technology as well as other teacher-led activities. These opportunities for professional development have been limited.

**Commendation:**

The School is commended for the systematic and comprehensive system of creating, organizing, and storing teacher employee files.

The School is commended for a robust teacher recruitment and orientation program that ensures a BC qualified teaching staff and the seamless transition to offshore teaching work.

**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 verified through a review of planning materials and interviews with teachers that teachers are fully implementing BC's education program. Curricular planning templates used by teachers are standardized and contain all essential elements of BC's curricular framework including Big Ideas, Core Competencies and curricular competencies, content, First Peoples Principles of Learning, and in addition, helpful additional elements on lesson objectives, success criteria, differentiation, extension activities and teacher reflection following each lesson. Teachers described how they personalize their unit and lesson plans and differentiate their delivery to suit the particular needs of their students.

The Team observed a variety of ways by which students were engaged in learning such as through active learning, engaging instructional strategies, presentations, music, joint projects, and discovering real life examples of things they are learning in the classroom. The Team also observed the extensive use of technology in support of student learning including middle and high school students using laptops, coding, writing blogs and e-books, making videos and extensive use of interactive whiteboards by teachers and students. The Team also heard about examples of collaboration and team teaching between teachers. The Team was pleased to hear that teachers even talk about teaching and learning during their commutes between school and their accommodations on the school bus.

The First Peoples Principles of Learning are embedded into teacher planning and efforts to make connections to these in classroom activities were observed by the Team.

As part of their professional development, the Team heard several teachers express desire for opportunities to learn and collaborate with teachers from the East school including to





observe other teachers' classes to learn about their teaching and classroom management techniques and engagement with their students.

The School reported that it will begin offering Contemporary Indigenous Studies 12 in the 2024/25 school year to meet the Indigenous-focused graduation requirement.

The School has begun to provide club and school-wide activities, such as fundraising activities, a Terry Fox Run, and an Orange Shirt Day, that are an attractive feature of the School and serve as a further enhancement to the BC school experience for students.

Commendation:

The teachers are commended for the passion in their teaching and for their students, and for their professional collaboration with each other.

## **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 Team confirms that the School meets the requirements for English Language assessment and acquisition.

The School's admissions process is led by its admissions department and contains an English language assessment. There are two different versions of the English language assessment: one for students entering the BC program in grade 6 and another for students entering in grade 9. English language assessments are graded by the Principal and all admissions decisions are also reviewed and approved by the Principal.

During interviews, teachers described strategies for supporting the development of students' English language proficiency including through differentiated instruction, ongoing formative assessment, push-in and pull-out supports, and reading programs. The School has provided professional development to teachers to further their skills at supporting students to enhance their English language proficiency.

Students have begun to participate in provincial assessments at the grade 4 and 7 levels. Once received, results will be analyzed from an English language proficiency perspective and used to inform future instructional and support strategies for students.



**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

**Comment:**

The School offers one Board/Authority Authorized course: Arabic 10.

The School currently does not offer any BC curriculum courses taught by locally certified teachers for which it requires an exemption from the Ministry.

**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:**

Through a review of course overview and planning documents, and in interviews with teachers, the Team verified that the School meets the course overview and planning requirements.

Each course has a detailed overview that reflects the BC curricular framework. Planning materials used by all teachers include key elements such as Big Ideas, Core Competencies, curricular competencies, content, First Peoples Principles of Learning, and in addition, helpful additional elements on lesson objectives, success criteria, differentiation, extension activities and teacher reflection following completion of each lesson.

**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 reported that it provides 169 instructional days for a total of 931 instructional hours per year, thus exceeding the instructional time allotment requirement of 850 hours per year.



**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:**

In reviewing planning materials, in interviews with teachers and through classroom observations, the Team confirmed that both formative and summative assessment methods are employed by teachers at the School. These ranged from ongoing checks for understanding to reflection exercises to more formalized assessments based on rubrics to ensure consistent evaluation practices.

The Team heard about and observed a variety of ways in which students are able to demonstrate understanding including through presentations; diaries, blogs and e-books; exit slips; coding activities; food making; podcast and video productions; visual representations and artistic portfolios; quizzes and tests; and a number of activities aimed at connecting classroom theories to real world applications.

The Team was pleased to observe that students are given many opportunities to reflect on their learning and conduct self-assessment of the Core Competencies.

The School provides professional development in support of developing assessment techniques. This is evident through the variety of techniques listed in planning materials and the rubrics that teachers described that they employ.

Students have begun to participate in provincial assessments at the grade 4 and 7 levels and once results are received, they will be analyzed and used to inform future instructional and support strategies for students.

The School's security and invigilation procedures for BC provincial assessments meet Ministry requirements.

**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:**

The School has a bright, modern and welcoming library that is staffed by a locally certified teacher-librarian. Students in the elementary grades visit the library weekly for learning activities organized by their teacher and the librarian. The Principal and teacher-librarian are developing plans to enhance the space's use by middle, and from next year, secondary students. The Principal allocated a significant portion of the School's resources budget for



2023/24 to obtaining print materials for the library. Elementary school classrooms contain additional print resources such as leveled readers while the School subscribes to Raz Kids; both aimed at encouraging students to develop literacy skills through daily reading.

The School has one computer lab for use in Applied Design, Skills, and Technologies (ADST) classes, provincial assessments and other classes for learning, research and collaboration opportunities. It is sufficient to meet the School's current needs.

Each classroom is equipped with an interactive whiteboard and students at the grade 5 level and above participate in the School's "Bring Your Own Device" program. The Team observed extensive use of the devices for classroom work, research and projects – individual and joint.

The School has an annual budget and acquisition plans for both library and print resources and technology.

The School reported an internet bandwidth capacity of 200 Mbps, which is considered sufficient for the School's current enrolment.

### **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:**

At all grade levels, the School provides formal student progress reports at the end of each of the three terms of the school year. Informal reporting in the form of student-led conferences takes place prior to the distribution of the first and second formal learning updates.

The Team reviewed progress reports from a sampling of student files and noted the presence of all required elements. Within those, the Team was pleased to see several samples containing excellent detailed feedback from teachers including strategies for individual students' future growth. The School has taken time in team meetings to review the new Student Reporting Policy's key requirements including the introduction of self-assessment of Core Competencies for students in grades 10-12 and goal setting at all grade levels.

The School currently uses the Engage student information system, but is planning a transition to PowerSchool to enhance staff usability, facilitate transfer of student data to the Ministry, and to enhance communication with parents.



**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 has a parent/student handbook that meets the requirements as outlined in Section 2.26 of the Annual Report. The handbook includes a thorough appeal process and extensive information on admissions and academics.

**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 Team confirms that the teacher handbook meets the requirements as outlined in Section 2.27 of the Annual Report for offshore schools. The handbook includes: school operations, policies, and procedures; student assessment; communication; professional expectations; and the school philosophy. There is a section outlining the policy and procedure for teacher evaluation.

**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 is not currently offering Online Learning in the 2023/24 school year.

**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 is not currently offering Remote Instruction in the 2023/24 school year.



## CONCLUSION

### Commendations

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

- the environment of continuous school improvement.
- the inclusive nature of the School that encompasses the admissions philosophy of the School and the acceptance of diversity in the school culture. This is supported by the Connections Department and the work it is doing in support of the many students on Individual Education Plans (IEPs).
- its active engagement with the local and broader education community.
- having a robust teacher recruitment and orientation program that ensures a BC qualified teaching staff and the seamless transition to offshore teaching work.
- the Owner/Operator putting together a strong and cohesive group of leaders - academic and administrative at BCCIS-West and Eduhive, and for his aim to create a supportive school environment for students and teachers.
- the strong leadership of the Principal and her vision to support and build the community of BCCIS-West.
- a comprehensive system of creating, organizing, and storing student records and teacher/employee files.
- the teachers' passion in their teaching and for their students, and for their professional collaboration with each other.

### SUMMATIVE RECOMMENDATION

**The 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 West continues to be recognized as a British Columbia-certified school.**

