

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL EAST

CAIRO

EGYPT

NOVEMBER 19—21, 2023

INTRODUCTION

On November 19, 20, and 21, a 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 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 904 students: 453 in grades 1-7 and 451 in grades 8-12. The School also is connected to 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 and vice-principals, the Executive Director, BC teachers, the ECE administrator, teachers in leadership/support roles, support staff and management, members of student government, 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-West, in 6th of October City, a city on the west 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-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: There were no requirements in the previous report. The School responded to suggestions in the previous report through staffing adjustments to respond to increased enrolment and increased internet bandwidth and other technology additions.</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 has maintained a large and stable enrolment, despite a slight dip in 2021/22 due to COVID-19. The School had a significant increase in enrolment in 2023/24 of 56 students, which puts the School close to its maximum physical capacity of 960. The success in enrolment has several factors including the School's history and respected profile in the community, the Early Childhood Education (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. However, given this inclusive policy the School has also identified the need for additional structures and resources to support the admission, placement, and support for students with exceptionalities.

The Team heard from a supportive and engaged Parent Advisory Council (PAC), and an engaged student government, both of whom gave evidence of a deep understanding of the BC program and the benefits of focusing on Core Competencies as essential life skills. This clear understanding helps to make the BC program stand out in a highly competitive international school market in Cairo.

The School has a four-year school growth plan with a focus on numeracy and literacy as well as goals for improving student discipline. Actions related to the plan include curriculum mapping across grades as well as creating a tiered discipline system.

The School has a high graduation rate of 95%, and has ongoing connections to alumni as school volunteers, visitors, and as role models.

The Team observed a number of other 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 the Charlotte Danielson framework. Professional growth plans for each



teacher connect with this framework and the evaluation. Likewise, administrators are evaluated on the British Columbia Principals and Vice-Principals Association (BCPVPA) school leadership standards which connect to their professional growth plan. Some teachers are pursuing graduate degrees.

The School shows evidence of deep and significant engagement with the local community and global partners. Local activities have included supporting the Red Crescent Society, a local cancer hospital and an orphanage. There are also examples of engagement with schools in other countries in Asia, United Kingdom, India and Japan, and activities and meetings involving the United Nations, British Council and foreign ambassadors.

Commendations:

The School is commended for creating an environment of continuous school improvement.

The School is commended for the system-wide understanding of the philosophy of the BC program and its unique position within the world of international education.

The School is commended for its inclusive philosophy 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 Individualized 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.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>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.</p> <p>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.</p> <p>The Owner/Operator was present at 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.</p>		

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.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>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 2033.</p>		

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.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed local building, safety and cafeteria documents and permits with translations and confirms that local requirements are being met.</p> <p>There is extensive information in the parent/student and staff handbooks on proper health and hygiene procedures.</p>		

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 extensive experience in BC offshore schools: two years' experience as a principal, five years as a vice-principal, as well as several years as a secondary teacher. She has an academic background in humanities.



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's leadership structure is organized into three divisions: elementary, middle, and secondary. Under the leadership of the Principal, there is a vice-principal for each division. There are also teacher leaders (department heads) that are part of the leadership team. The School is supported by the 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, 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 Ministry of Education and Child Care with the exception of three teachers with current and valid Letters of Exemption (LOE). The Offshore School Representative (OSR) does monthly check-ins to follow up on the status of the BC certificate application for these teachers.

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 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 (pro-d) opportunities have focused on curricular planning documents including curriculum mapping as well as other teacher-led activities. The School noted a need for more BC-sourced pro-d which would connect teachers to onshore colleagues, broaden the topics covered, and reduce the onus on local teacher-led sessions. While budget limitations have reduced pro-d funding compared to previous years, there are BC presenters and Provincial Specialist Associations that can help fill this gap online.

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 a 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, 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 high school students using laptops, teachers recording lessons on video so students can preview and review them at their own pace, and extensive use of interactive whiteboards by teachers and students. The Team also heard about examples of collaboration and team teaching between teachers.

At the elementary level, teachers have collaborated to map the curriculum across four subject areas to ensure that the transition of students between grade levels is seamless.

The First Peoples Principles of Learning were 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 that some teachers requested opportunities to observe other teachers' classes to learn about their teaching and classroom management techniques and engagement with their students.

The School reported that it began offering Contemporary Indigenous Studies 12 in the 2022/23 school year to meet the Indigenous-focused graduation requirement. Teachers reported opportunities to connect studies in this class with observations on local Indigenous populations and cultures. The School also reported that it introduced a school-wide Orange Shirt Day to learn about the impact of Canada's residential school system on its Indigenous communities.

The School provides after-school and several school-wide activities throughout the year that are popular among student and parents and serve as a further enhancement to the BC school experience for students.



A student government provides important leadership opportunities for students and has contributed to enhancing the School's learning environment and student experience.

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 in grade 7 and another for students entering in grade 10.

Admissions decisions are to be reviewed and approved by the Principal or are delegated to a vice-principal.

During interviews, teachers described strategies for supporting the development of students' English language proficiency including differentiated instruction, push-in and pull-out supports and reading programs. The School has a support room whose staff provides individualized support. The School provides professional development to teachers aimed at enhancing students' English language proficiency.

At the elementary level, students participate in a grade-wide write at the beginning of the school year to measure proficiency. At the middle and secondary levels, assessment of language proficiency is ongoing and fluid. Students participate in provincial assessments at the grade 4, 7, 10 and 12 levels. Results are analyzed and used to inform future instructional 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 Team confirmed that the School has an equivalency policy and that an equivalency review must be conducted prior to students receiving credit for a course taking through online means.

The School offers nine Board/Authority Authorized (BAA) courses: Arabic 10-11, Psychology 12, Peer Tutoring 11-12, Leadership 11-12, Arts Exploration 10, ADST Exploration 10.

The School has received exemptions from the Ministry for courses in arts education and physical and health education subject areas to be delivered by locally certified teachers. The Team reviewed course overviews and a sample of lesson plans and confirmed that they follow BC's curricular framework.

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 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 exceeds the instructional time allotment requirement of 850 hours/year. At the grade 1-6 levels, there are 167 instructional days with a total of 887 instructional hours. At the grade 7-12 levels, there are 169 instructional days with a total of 931 instructional hours.

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 class 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, some of which were co-developed with students, to ensure consistent evaluation practices.

The Team heard about and observed a variety of ways in which students can demonstrate understanding including presentations; diary, blog and e-book writing; coding activities; 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 observed that students at the grade 1-9 levels have been given opportunities to conduct self-assessment of their learning and 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 participate in provincial assessments at the grade 4, 7, 10 and 12 levels and student success is monitored closely. While the School's literacy results are aligned with provincial averages, the School has placed an emphasis on preparing students for greater success on the numeracy assessments.

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 spacious library that acts as a learning commons and is staffed by a locally-certified teacher-librarian. Students in the elementary grades regularly visit the facility for learning and collaboration activities and to develop familiarity with its resources to support their learning in later years. The Teacher-Librarian is developing activities to enhance the space's use by middle and secondary students. It is stocked with a variety of print materials geared towards students at the elementary level; the School has allocated budget to acquire additional print and digital resources aimed at supporting learning by middle and secondary students.

The School has four computer labs for use in Applied Design, Skills and Technology (ADST) classes, provincial assessments and other classes for learning, research and collaboration opportunities. Although the computers appeared somewhat dated, the computers are maintained by a team of IT professionals and the Team heard that the computers are sufficient to support classes' current needs.

Classrooms are equipped with a projector or interactive whiteboard. The School has a Bring Your Own Device policy for students at the grade 5 level and above. The Team observed extensive use of the devices for classroom work, research, projects, group work and assignments. Technology is used extensively by teachers in support of learning and to communicate individually with students regarding assignments and to respond to questions.

The School has an annual budget for acquisition of additional learning resources. Budget allocations are made based on the needs of students and classes with teachers' input.

The School reported a doubling of its internet bandwidth capacity from 200 Mbps to 400 Mbps ahead of the 2023/24 school year. In the future it may consider the placement of access points to ensure robust access throughout the School.

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 the elementary level, the School provides three 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 is held in the first and second terms.



At the secondary level, the School provides four formal student progress reports in December, February, May and June. Student-led conferences are offered after the first and second terms.

The Team reviewed progress reports from a sampling of student files and noted the presence of all required elements. Coinciding with the implementation of the new Student Reporting Policy in the 2023/24 school year, teachers are taking time in team meetings to learn about the policy's requirements including self-assessment of core competencies introduced for students at the grade 10-12 levels and goal-setting introduced 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 meets the Online Learning requirements as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report. There are six students that are taking Online Learning courses this year through School District 73 - Global Education Business Company, the approved Online Learning service provider. The students' progress is monitored by the Principal and any necessary subject matter support that the Principal is unable to provide is provided by a relevant teacher.

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 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 East for:

- the environment of continuous school improvement.
- the system-wide understanding of the philosophy of the BC program and its unique position within the world of international education.
- the inclusive philosophy of the School that encompasses the admissions policy of the School and the acceptance of diversity in the school culture. This is supported by the Connections Department and the work it's 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, and for his aim to create a supportive school environment for students and teachers.
- the systematic and comprehensive system of creating, organizing, and storing student records.
- the systematic and comprehensive system of creating, organizing, and storing 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 East continues to be recognized as a British Columbia-certified school.