

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

BRITISH COLUMBIA CANADIAN INTERNATIONAL SCHOOL

CAIRO

EGYPT

NOVEMBER 26-28, 2019

## INTRODUCTION

On November 26-28, 2019, a certification inspection was completed on British Columbia Canadian International School (BCCIS) in Cairo, Egypt, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Mr. Alan Schroeder and Mr. Terence Sullivan who also served as chair.

The School's BC program has an enrolment of 737 students in Grades 1 to 12. The school complex also contains an early childhood education program for children as young as age 3. Ninety five percent of the students in the BC program enrol through the early childhood education program. The entire school, comprising the BC and ECE programs, enrolls approximately 920 students.

During their visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers and some members of the support staff.

British Columbia Canadian International School (BCCIS) is fully owned by Starlight Education DMCC which is a partnership between CIRA (60% share) and the Mostafa family (40% share). CIRA is the largest provider of educational services in the Egyptian private sector and is listed on the Egyptian Stock Exchange.



The Mostafa family, as the Owner/Operator of BCCIS, has control over the overall management of the School and is responsible for the BC program through Eduhive, a newly established management company in which there is joint ownership CIRA (51% ) and the Mostafa ( 49% share). Karim Mostafa is the CEO of Eduhive and manages BCCIS, BCCIS – West which has begun the application process as a BC offshore school, Regent British School which is in New Mansoura City and Saxony International School in the ‘O West’ development in the 6th of October City.

As outlined in its annual report, the School has three broad goals that guide its decision making process:

1. To encourage the pursuit of excellence in all endeavours and the acceptance of responsibility for the enrichment of oneself and society.
2. To provide students with an exceptional and comprehensive environment in which to achieve their aspirations and make a positive contribution to the global community.
3. To foster the holistic development of students and to develop a harmonious, updated, globally connected learning environment that inspires students to envision new possibilities and empowers them to achieve their aspirations through a partnership of motivated students, caring staff, and involved parents within a dynamic British Columbia, Canada educational system.

The Team would like to thank British Columbia Canadian International School 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 checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School has satisfactorily addressed all three of the requirements from the previous inspection report. An examination of student files showed that all files reviewed contained the new student and parent consent forms. The School provided evidence to show that all Permanent Student Records as well as individual student files have been properly flagged for appropriate identification regarding special alerts for relevant students. Student self-assessments of the core competencies were reported to parents with the final report in June 2019.</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.**

Requirement Met       Requirement Not Met

**Comment:**

During the inspection, the Team met with Mr. Karim Mostafa the Owner/Operator of the School. At that meeting the Team reviewed the business plan submitted to the Ministry and discussed plans for the future development of BCCIS. Mr. Mostafa described the changes that have occurred regarding the ownership of the school. Mr. Mostafa's company has partnered with Cairo for Investment and Real Estate Development (CIRA) to create a holding company – EduHive – to operate international schools including BCCIS. CIRA has 60% ownership of EduHive, acquiring shares that the Mostafa family divested in 2015. The Mostafa family owns the remaining 40%. Mr. Mostafa is CEO of EduHive and has control of management of all international schools under EduHive, including BCCIS. EduHive is planning to build three new schools in Egypt, including a second BC offshore school campus in the western area of Cairo. The company is having some preliminary discussions about renovations aimed at raising capacity at BCCIS and the possibility of moving BCCIS to a new facility sometime in the future.

**INSPECTION CATALOGUE 2.0**

**2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).**

Requirement Met       Requirement Not Met

**Comment:**

The Owner/Operator has an office in the School and has a close working relationship with the Offshore School Representative and the Principal of the school. The Owner/Operator has provided for a human resources department, a management and financial division, has appointed a qualified Offshore School Representative and attended and participated in the school inspection process. The Owner/Operator is fulfilling his responsibilities outlined in the Agreement.



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

Requirement Met       Requirement Not Met

**Comment:**

The School has provided a letter of No Objection from the Egyptian Ministry of Education which is included in the appendices to its inspection catalogue. The letter of No Objection for the operation of the British Columbia Canadian International School in Cairo is dated August 10, 2018 and is valid for a period of five years until August 10, 2023.

**2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.**

Requirement Met       Requirement Not Met

**Comment:**

The School has submitted a hygiene inspection report on its food services dated September 12, 2019. It has in place comprehensive evacuation plans for the School in case of fire or natural disasters. It is also provided a fire inspection report from the local authority indicating fire equipment at the School is in good working condition. The BCCIS Owner/Operator is now connected to a consortium of Cairo schools and will determine an alternate setting in the event of a temporary or permanent closure. Whether temporary or permanent, the overriding goal is to transition to an alternate facility with as minimal disruption to student learning as possible.

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

Requirement Met       Requirement Not Met

**Comment:**

The School's Offshore School Representative has 11 years' experience in British Columbia as an elementary teacher and administrator as well as 20 years' experience as a secondary school administrator. The OSR has been confirmed by the province and meets all the requirements set out in the agreement.

The School is fortunate to have an Offshore School Representative with the education administration experience of the current OSR. He is aware of his obligations with respect to reporting critical information related to changes in the operation of the school or ownership structure that could significantly impact the school's operations.



**Commendation:**

The Team commends the Offshore School Representative for his presence in the school during the inspection and for the many ways he supported the inspection team throughout the inspection process.

**2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Principal is in his first year serving as principal of BCCIS. He was vice principal last year. He has extensive experience as a teacher and school administrator in the province of British Columbia. He has also served as an elected school board trustee in British Columbia and holds a Masters of Administration in Education degree. He meets the requirements as set out in section 2.06 of the inspection catalogue.

The focus on social responsibility, the development of a team vision, a commitment to a strategic direction, the support for educators in their professional growth has had a significant positive impact on the educational climate of the school since his arrival last year.

**Commendations:**

The Team commends the Principal and the leadership team for the many positive changes to the strategic vision and overall organization of the school as well as their support for classroom teachers and the teaching-learning process.

The Team also commends the Principal and the leadership team for implementing a new strategic communication plan involving parents through the establishment of a Parent Advisory council, involving students through the establishment of a student government and involving teachers through the introduction of school-based teams and school leadership teams.

**Suggestion:**

The Team encourages the leadership team to continue to develop and build on the themes of social responsibility as it continues to implement its strategic education vision for the school.



**2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School has a principal, two full time equivalent vice principals, an administrative assistant in the principal's office and a human resources, public relations, and management department made up of approximately 20 employees. The School meets the administrative support requirements outlined in the inspection catalogue.

**2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

Thirty student files were selected at random representing students from Grades 1 to 12. The School had all the student records required in section 2.08 of the inspection catalogue with the exception of the English language assessment which for most students is done through the school's Early Childhood Education Program. Prior to this year children began the program at 2.6 years which was increased this year to three years of age. Children are assessed for entry into the program through that Brigance Test and are proficient in English when they enter the BC program in Grade 1. Students wanting to enter the School from other schools or at other grade levels must write and pass both an English language assessment and a numeracy assessment. These assessments are included in the student's files. Ninety-five per cent of the students in Grade 1 of the BC program enter through the ECE program.

Student files, the Permanent Student Record and information related to students with special needs were in three different locations in the school. All student files examined contained the student and parent consent forms based on the Ministry guidelines for the 2019/20 school year.

**Commendation:**

The Team commends the School for its early childhood education program which ensures children are proficient in English when entering the BC program in Grade 1.

**Suggestion:**

The Team encourages the School to consider options for the consolidation, organization, and location of active student files.



**2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

All personnel files of staff teaching or administering the British Columbia program were examined.

**The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.**

**2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team verified that the School meets requirements for curriculum implementation. At the elementary level, the Team observed full implementation of the new curriculum, however through classroom visits, meetings with teachers and reviewing planning documents, the Team observed varying degrees of integration of all essential elements at the secondary level. The Big Ideas, curricular competency learning standards and content learning standards – the Know-Do-Understand of the new curricular model – are well integrated into lessons and planning documentation, however other elements are not consistently included in lesson planning, notably strategies related to assessment (formative and summative), core competencies and aboriginal perspectives and how they will be integrated in lessons.

The School has offered professional development to teachers in support of curriculum implementation and has made it a focus for future professional development sessions. The Owner/Operator has recently approved plans to bring experts from British Columbia to the School to facilitate training sessions. The School's leadership has also leveraged relationships with teachers at school districts in British Columbia to act as mentors for new educators.

**Commendation:**

The Team commends the thorough implementation of the new curriculum at the elementary level and the extensive collaboration taking place between teachers – the sharing of ideas and resources and the priority placed on cross-curricular connections.

**Suggestion:**

The team encourages the School to consider continuing to build on efforts made and professional development conducted so far regarding curriculum implementation at the secondary level to ensure that all elements of the new curriculum are fully implemented.



**2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School meets requirements with respect to English language assessment as described in section 2.08.

The School has a success center for the elementary grades for students with special needs and students who are struggling academically. The School also has in place an academic support center for middle/secondary students who need increased academic support and a center for secondary students with special needs.

**2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirms that the School meets the course credit requirements for equivalency, exempted and BAA courses.

The School offers the following courses exempted from requiring delivery by BC-certified teachers: Physical and Health Education 10-12 and Arabic 10-11. Course exemption letters issued by the Ministry are on file and course outlines are available in English and were reviewed by the Team.

The Team reviewed a letter from the Ministry authorizing the following Board Authority Authorized (BAA) courses: Arabic 10-11 and Peer Tutoring 11-12, Leadership 11-12 and Psychology 12.

Currently, the School does not offer the opportunity for students to challenge courses.



**2.19(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 the ministry learning outcomes/learning standards identified in the educational program guides for each course.**

Requirement Met       Requirement Not Met

**Comment:**

Course planning documentation was reviewed during classroom visits and meetings with classroom teachers. The Team confirms that the documentation demonstrates compliance with the new curriculum. The Team was impressed with the innovative curricular planning templates being used at the elementary level, with one highlight being the active use of “cross-curricular connections”. This is a best practice that can be emulated elsewhere. The Team encourages the School to further develop its documentation at the secondary level, notably in the areas of assessment (formative and summative) and integration of core competencies.

There was considerable evidence of the use of teaching strategies that actively engaged students in rich and varied learning experiences. The Team observed differentiation of instruction to accommodate the variety of English language abilities and learning needs in their classes.

Competency display posters are mounted on classroom walls throughout the school.

**Commendation:**

The Team commends the introduction and active use of innovative curricular planning templates at the elementary level that aim to create a rich learning experience for students.

**2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.**

Requirement Met       Requirement Not Met

**Comment:**

The Team verified that the School offers 939 hours of instructional time each year for students in Grades 1-7 and 979 hours of instructional time each year to students in Grades 8-12, both exceeding the required number of instructional hours per year.



**2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

Students demonstrate their learning in a variety of ways and receive regular and frequent feedback. The Team observed evidence of the use of formative and summative assessment practices however more frequent use was observed at the elementary level than at the secondary level. The Team observed use of student self-reflection and self-assessment.

The Team observed a wide variety of creative examples of student learning on classroom walls and in teacher binders. The use of achievement indicators and rubrics, derived from performance standards, designed by teachers or drawn from other sources, was apparent.

Student-led conferencing, scheduled twice yearly, serves as a culminating self-assessment activity, allowing students to communicate their achievements to parents, and highlight areas which they could improve upon.

Grade 4 and 7 students participate in the Foundation Skills Assessment each October.

The School is preparing for students to take the Grade 10 Graduation Literacy Assessment in April 2020.

At the Grade 1-8 levels, the School holds grade-wide writes three times each year after which teachers provide formative assessment and students do a self-reflection.

**Suggestion:**

The School is encouraged to consider having staff complete the Graduation Literacy and Numeracy Assessments to allow for a greater recognition and understanding of the interdisciplinary aspects and requirements of the assessments in support of student success.

**2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirms that the School meets the expectations for learning resources as outlined in section 2.22 of the inspection catalogue for offshore schools.

The School's library contains approximately 11,000 titles including a variety of fiction and non-fiction books. This is supplemented with digital resources.



One of the areas of focus for the School in the past year has been on acquiring literacy resources for the elementary students and struggling learners. The next focus for the School is on the purchase of Accelerated Readers.

The School has four computer labs, one of which is a teaching lab for secondary students. Several computers are available in the library and all teachers are provided with a personal computer in their classrooms.

Instructional spaces are equipped with projectors and smartboards. Students are permitted to use their own devices in class at the request of the teacher for research and project work.

The School recently made a large investment to increase internet bandwidth at the School, which has greatly enhanced access to online resources by teachers and students.

**Suggestion:**

The Team encourages the School to consider adding sections to its IT growth plan related to oversight and maintenance of the School's IT resources.

The Team encourages the School to consider establishing a discretionary budget for the Principal in an effort to streamline the purchase of low-risk resources for the school.

**2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team verified that the School meets the Ministry's student progress report requirements. At the elementary level, the School issues three report cards per year. At the secondary level, report cards are issued four times yearly. Student-led parent teacher conferences are held twice yearly, in October and in February.

The School employs the student information system PowerSchool to generate student progress reports.



**2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The parent and student handbook has been updated for the 2019/2020 academic year. The handbook contains comprehensive policies on appeals and dispute resolutions, student assessment, student admissions, student supervision and student conduct. The handbook meets the requirements as outlined in section 2.24 of the inspection catalogue.

**2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met

**Comment:**

The teacher handbook has been updated for the 2019/20 academic year. The handbook contains the Provincial Disclaimer with respect to the employment relationship between teachers and the Owner/Operator. The handbook also contains a policy for teacher evaluation. The policy for the evaluation of the principal and vice principals is contained in the appendices to the inspection catalogue. The teacher handbook meets the requirements outlined in section 2.25 of the inspection catalogue.

**2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met       Not Applicable

**Comment:**

The School does not have any distributed learning students.



## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of British Columbia Canadian International School for:**

- the presence of the Offshore School Representative in the school during the inspection and for the many ways he supported the Inspection Team throughout the inspection process.
- the work of the Principal and the leadership team for the many positive changes to the strategic vision and overall organization of the school as well as their support for classroom teachers and the teaching-learning process.
- the strategic communication plan developed by the Principal and leadership team involving parents through the establishment of a Parent Advisory council, involving students through the establishment of a student government and involving teachers through the introduction of school-based teams and school leadership teams.
- its early childhood education program which ensures children are proficient in English when entering the BC program in Grade 1.
- the thorough implementation of the new curriculum at the elementary level and the extensive collaboration taking place between teachers – the sharing of ideas and resources and the priority placed on cross-curricular connections.
- the introduction and active use of innovative curricular planning templates at the elementary level that aim to create a rich learning experience for students.

### Suggestions

**The Inspection Team encourages the Owner/Operator and School to consider:**

- continuing to develop and build on the themes of social responsibility as it continues to implement its strategic education vision for the school.
- options for the consolidation, organization, and location of active student files.
- continuing to build on efforts made and professional development conducted so far regarding curriculum implementation at the secondary level to ensure that all elements of the new curriculum are fully implemented.
- having staff complete the Graduation Literacy and Numeracy Assessments to allow for a greater recognition and understanding of the interdisciplinary aspects and requirements of the assessments in support of student success
- adding sections to its IT growth plan related to oversight and maintenance of the School's IT resources.
- establishing a discretionary budget for the Principal in an effort to streamline the purchase of low-risk items.



## SUMMATIVE RECOMMENDATION

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

