

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

at

CANADIAN SCHOOL BAHRAIN

DIYAR AL MUHARRAQ

KINGDOM OF BAHRAIN

NOVEMBER 21-23, 2022

### INTRODUCTION

On November 21, 22 and 23, 2022, a certification inspection was completed on Canadian School Bahrain (CSB) in Diyar al Muharraq, Kingdom of Bahrain, 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 Alan Schroeder and Hugh Gloster, who served as Chair for this inspection.

The School's BC program has an enrolment of 584 students, in grades 1 to 8. CSB also operates a comprehensive preschool program that registers a total of 305 students. Within the preschool, students between the ages of three and five are registered in one of three different programs depending on their age and stage of development. These include the nursery program (53 students) as well as a KG1 program (119 students) and a KG2 program (133 students). The entire school, which houses the BC program, enrolls 889 students. CSB also provides students with instruction in Arabic studies, which includes language, social studies and Islamic studies.

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 Deputy Principal, BC teachers, Arabic Coordinator, Preschool Coordinator and support staff members.

The Owner/Operator, MEDAD Real Estate WLL, under the direction of Mr. Abdul Ghaffar Al Kooheji, is responsible for the BC program at CSB. The School is structured as a stand-alone, not-for-profit entity, and the Owner/Operator is not involved in other educational endeavours.



The BC program's philosophy, objectives and special features are captured in their mission statement that says:

*The Canadian School Bahrain is a school dedicated to developing students who are confident in their culture, empowering them to achieve academic excellence through nurturing moral values of integrity, responsibility, respect and courage.*

The Team would like to thank Canadian School Bahrain 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 Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School had one outstanding teacher certification issue during the previous inspection which was quickly resolved.</p> <p>Suggestions were also made to review communication protocols and administrative and support staff levels to ensure they were adequate to meet the increases in enrollment that were anticipated for the following year. The Team reviewed the actions taken by the School in response to these suggestions and concluded that both had been thoughtfully addressed. Of particular note were the number of additional staff who were appointed to positions of special responsibility to assist in the efficient operation of the School and the delivery of the educational program.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has developed a business plan that confirms the sustainability of the program.</p> <p>The School has capacity for approximately 2,100 students between the nursery to grade 12 levels. The campus contains additional land that could be employed for school expansion if there is demand for additional enrolment.</p>		



For the 2022/23 school year, the School added grade 7 and 8. For the 2023/24 school year, it will add grade 9 and is also exploring the addition of grade 10 pending enrolment demand.

The School attributes its enrolment growth to two key factors: (1) word of mouth; the reputation of the School, its educational program and its engaging, student-centred environment is spreading rapidly; and (2) an experienced and talented marketing team that uses a variety of methods, platforms and tools to promote the School and continue to raise awareness of the School's educational program that is unique and relatively unknown in the region.

Although the first cohort of students are not expected to graduate until June 2027, graduates will receive both British Columbia and Bahraini certificates of graduation.

The School continues to make significant efforts to raise awareness among the Bahraini community of the educational program offered at the School and its positive and engaging student-centred environment.

The Team was impressed with the School's efforts at engaging with the local community, which provides students with real-life experiences and opportunities for students and the School to contribute to society while also raising awareness in the community of the School, its educational program and the environment it is nurturing.

**Commendation:**

The Team commends the School's work to engage with the local community in a variety of ways including some that are quite innovative and contribute to the 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 Owner/Operator meets the requirements and the criteria outlined in the Agreement.

The Owner/Operator and representative of the Owner/Operator, who is Head of the School's Executive Committee, are fully engaged, supportive and committed to the success of the School and its students. The Owner/Operator has demonstrated strong support for the School since its founding in 2019 and continues to show that same support moving forward. With a shared vision for the future direction of the School, the Head of the Executive Committee has a collaborative professional relationship with the Principal, Deputy Principal and Offshore School Representative (OSR).



**Commendation:**

The Team commends the Owner/Operator for the strong support and investment provided to create a facility of the highest quality, and an environment that allows students to thrive.

**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 School possesses a Ministerial Decree issued by the Minister of Education dated September 30, 2019 that approves the establishment of Canadian School Bahrain, a Private Educational Institution (foreign school). The letter does not expire.

The School will shortly undergo its first Bahrain quality assurance inspection, a triennial audit that results in a type of quality rating (e.g., “good” or “outstanding”). The rating will determine the level of oversight on the School’s operations required by the Bahraini Ministry of Education.

**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:**

The School is located on a gated property that contains a main building comprising two wings for academics and school administration, a gymnasium/auditorium, a swimming pool, a “paddle” court, soccer fields and running tracks. An equestrian facility is currently under development. The facility is modern, bright and has been designed to be both aesthetically pleasing while also highly functional.

As more classes and grade levels are added, more sections of the main school building will be opened for regular use including science labs, a spacious and welcoming learning commons, and a high school cafeteria.

The Team reviewed the following documents that demonstrate that the School meets local building inspection/safety, food preparation/cafeteria and fire safety codes and regulations:



- A letter issued April 12, 2020 from the Private Education Directorate of the Bahrain Ministry of Education confirming that the School meets the appropriate building engineering requirements and is eligible to be occupied to a capacity of 890 students.
- A document issued July 30, 2020 from the Director of Protection and Safety Department of the Ministry of Interior confirming the School's compliance with various fire-related safety requirements.
- A document issued July 30, 2020 from the Director of Protection and Safety Department of the Ministry of Interior confirming the School's compliance to the Civil Defense requirements.
- A notification to the Director of Licensing of the Ministry of Education containing a Certificate to Practice Commercial Activities Under Health Surveillance issued to the School's food services provider.

The Team reviewed the School's comprehensive emergency plan for the temporary or permanent closure of the School and confirmed that the plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

The School has a comprehensive Health and Safety Manual whose purpose is to assist the school community in reducing health and safety risks to children, staff, and visitors.

The Team confirms that the facilities are suitable to support the delivery of the BC educational program.

**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) has supported the School as OSR since its inception. She has extensive experience as teacher and administrator in the British Columbia school system, both offshore and in British Columbia. She is a highly engaged and supportive advisor to the School. She spends considerable time each year at the School providing extensive professional development and mentoring to the School's teachers and administrators.

The Offshore School Representative meets all of the requirements set out in section 14 of the Agreement. The OSR is aware of her obligation to report 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 (OSR) for the highly supportive role that she plays in helping the School grow and maintaining the School's focus on developing a program of the highest standard where students will succeed.

**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 has served the School since its inception four years ago. The Principal has a vision for the direction and success of the School that is shared by the Owner/Operator, Offshore School Representative (OSR) and Deputy Principal.

The Principal is an instructional leader who supports and encourages teachers to do the best work they can to provide students with the best education possible. She has created a robust professional development menu with weekly offerings that is updated regularly and focuses on topics that are relevant and timely. She has implemented professional development plans for all school staff and conducts regular evaluations of all teachers.

The Principal works closely with the Deputy Principal, an experienced educator and administrator in his second year with the School.

The Team reviewed the Principal's job description and contract as part of the inspection process and confirmed that both meet the requirements for the role of the principal as identified in the Agreement.

The Principal holds a current and valid teaching certificate issued by the British Columbia Teacher Regulation Branch.

**Commendation:**

The Team commends the Principal and Deputy Principal for their strong leadership of the School. They have a shared vision and focus on student-centred, hands-on, inquiry-based learning. Their work in creating an environment in which teachers are supported to do the best work they can to provide students with the best education possible was noted.



**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 large cadre of staff that support the School in areas including administrative assistance, human resources, finance, IT, operations, records management, student registration, counseling and medical. There are also contractors that support marketing, food services, school security and cleaning.

The School reported having 200 Mbps internet connectivity and software capability to meet Ministry requirements outlined in Schedule F of the Agreement.

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

**Commendation:**

The Team commends the administrative support team for their strong efforts in their respective areas of responsibility that work to support the growth and goals of the School.

**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 Team reviewed a cross section of student files across all grade levels, which are stored in secure, fireproof filing cabinets and managed by an administrative coordinator. The Team verified that all required elements listed in section 2.09 of the Annual Report for offshore schools are present in the majority of files.

The School employs the PowerSchool student information system to transfer TRAX data to the Ministry.



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

There are currently six teachers who have applications in progress for BC certification. The Team verified that five have current and valid Letters of Exemption (LOE) issued by the Director of International Education. The sixth teacher is awaiting the issuance of an LOE from the Ministry. The Team confirmed that staff are diligently supporting teachers in the completion of their certification applications.

The Team noted that there are 12 locally certified teachers teaching Arabic language, Arabic social studies, and Islamic studies. The Team verified that all 12 possess authorization from the Bahraini Ministry of Education to teach at the School.

The School reported that there were ten teacher assistants employed at the School. The Team verified that all possess a current and valid Good Conduct Certificate, the local equivalent of a criminal record check, issued by the Directorate of Criminal Information.

The School supports teachers with a robust menu of professional development offerings. Sessions are held weekly on Tuesday afternoons after students have completed their classes at noon. The Principal updates the schedule regularly to ensure that contents are relevant and timely.

**Requirement:**

The School is required to ensure that all teachers who are delivering, assessing and reporting on the BC educational program are authorized by the BC Ministry of Education and Child Care with a valid BC certification or Letter of Exemption.





**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:**

During the inspection the Team visited classrooms, met with teachers, reviewed planning documents and engaged with students. These observations, conversations and reviews of student work provided evidence that the School has fully embraced BC's curriculum.

In grades 1 to 4, lead teachers have been appointed to work with their colleagues on consistent approaches to incorporating the key tenets of BC's curriculum within both curricular planning and delivery. The School provides collaborative time within the timetable where teams of teachers were observed discussing topics such as assessment strategies, differentiation to meet individual student needs and reporting student progress to parents in meaningful ways. Teachers were also seen reviewing their planning documents to determine next steps and to share ideas. This was further evidence that teachers were reflecting on their practice and working with their colleagues to consider the next steps they needed to take.

At the grade 5 to 8 level, the School is in the process of implementing a middle school model. Grades 7 and 8 were added this year, and a lead teacher was appointed to work with the team. Current objectives include to continue the School's philosophy of promoting student-centered, hands-on, inquiry-based learning that is already fully developed in the elementary grades. This represents a change for many students and teachers who come to the School from other experiences where the focus is still on a content-driven curriculum.

Teachers integrate the Core Competencies in planning for instruction and have students self-assess using a variety of methods. Examples of how the competencies were integrated into the delivery of the curriculum were shared with the Team.

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

In an effort to provide a genuine BC experience, the School has begun to provide after school activities that are a further enhancement to the school experience for students. A Student Council has also been created to provide important leadership opportunities for students.

**Commendation:**

The School is commended for the structures and strategies that have been implemented to facilitate teacher collaboration regarding the delivery of the 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:**

The School has an established approach to assessing the English language proficiency of students at the time they initially register. Once students are enrolled, their progress is checked three times a year. The primary approach is the use of the star reading and math assessments, however, the School also gathers other data to check student progress.

This year the School hired a Learning Coordinator who works with teachers in supporting students with their English language/literacy skill development. A key strategy has been to adopt the Precision Reading Program to assist students with their language acquisition and fluency. Using the data from the school-wide assessments, along with teacher observations in class, students requiring the intervention are identified. The Learning Coordinator has trained the classroom teachers on the protocol to follow, and each teacher is given students to work with during the time their own class is receiving Arabic instruction. Results from the precision reading intervention are tracked closely until students reach a level of proficiency where they no longer require the support. As individual students cycle out of the program, others are invited to participate.

Along with the data generated through the Precision Reading Program, the School is able to triangulate this with information coming from the star reading assessments and report cards. Student participation and success with Raz-Kids, the online guided reading program, is also monitored.

Teachers have also been supported in providing differentiation to meet the needs of struggling students.

**Commendation:**

The School is commended for the consistent approach to assessing the English language proficiency of all students, and for launching a targeted intervention program to assist those needing extra help.



**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:

As the School is currently operating up to grade 8, it does not offer Board/Authority Authorized (BAA) courses. These will be considered when CSB begins to offer the graduation program in the years to come.

**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:

During the inspection, the School provided an electronic copy of all curricular planning documents. These were typically prepared using an established template to ensure consistency, and included all the important elements of BC's curriculum. Big Ideas, Core Competencies, Curricular Competencies/content, First Peoples Principles of Learning (FPPL) and assessment methods were evident and well developed in course overviews and unit plans. The Team also spent time with teachers in their classrooms and observed how the unit plans were being implemented, frequently supported by either a weekly or daily plan for what was being taught. Particularly impressive was the collection of artifacts that teachers were gathering in binders to provide evidence of the kinds of activities they have been using to place students at the heart of their own learning. This resource was helpful in supporting both the BC inspection as well as preparing the School for the Bahrain Quality Assurance inspection that was anticipated to follow in the near future.

A further enhancement to the education program at CSB is the work being done by the Preschool and Arabic Departments to align their instruction with the BC program. Both programs are fully versed in the concept of developing the Core Competencies in students.

Commendation:

The School's preschool and Arabic staff are commended for the efforts being made to fully align their programs with the BC program.



**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:

For students in grades 1 to 8 the School reported being in session for 180 days per year for a total of 997 hours of instruction per year. This exceeds the Ministry requirement of a minimum of 850 hours.

**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:

Teachers were observed using a variety of assessment strategies with their students. These ranged from ongoing checks for understanding to reflection exercises to more formalized assessments based on rubrics and performance standards. The emphasis was clearly placed on formative assessment to support student learning and the School is committed to an evidence-based approach to informing teacher practice.

The results of the three standardized reading and math assessments given each year, combined with ongoing evaluations of student progress by teachers, help to create reliable information regarding student progress.

Teachers typically use rubrics to engage students in self-assessment, frequently focused on the Curricular and Core Competencies. Many of these rubrics reflect a four-point proficiency scale.

When students are identified as needing additional support, the School has all teachers trained to work with students on the Precision Reading Program and to differentiate within the classroom. As the interventions are implemented, student progress is monitored closely to determine whether success is being achieved. In certain cases, Individualized Education Plans (IEPs) are developed for students with more significant learning challenges.



**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:**

The Team confirmed that a significant investment has been made to add to the School's learning resources since the last inspection. The leadership team indicated that a liberal budget has been provided to assist with the acquisition of resources, including technology supporting teaching and learning.

Classrooms are bright, modern and well-equipped. Primary classes have access to two sets of portable iPads for use by teachers and students. Students in grades 4 and up all have their own iPads. Elementary classrooms also have Promethean Boards and intermediate classes have projectors that connect to the iPads. The Team observed the technology being integrated seamlessly into the educational program and the School confirmed it is still working toward becoming an Apple distinction/dedicated school.

A variety of print materials were also seen in every classroom, from small libraries in the elementary classes, to textbooks, where appropriate, in the upper grades. Student notebooks were also plentiful in every classroom and were available for review during the inspection. Classrooms also contained a variety of other resources and visual displays used by teachers to support teaching, learning and classroom routines.

New for this year has been the appointment of a librarian who is helping prepare the learning commons to be an integral part of the School's education program. Both print and digital resources are also being acquired to build the collection in the learning commons. The vision for how this attractive space will contribute to the overall education program at the School is still being developed.

The School reported having an internet bandwidth of 200 Mbps, which was said to be adequate. As enrolment increases and more users are accessing the network, the School indicated it would be monitoring the functionality of this level of service.



**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:**

The School has employed a variety of strategies to assist parents in understanding how student progress is reported and how it differs from what they have been used to in the past. Teachers also make use of Class Dojo to communicate with parents on a routine basis through photos, messages and videos. Through this technology, parents can better understand the activities students are engaged in on a day-to-day basis.

The School sends home three term reports each year as well as one summary progress report at year-end. The term reports include information regarding the student's learning strengths, areas for growth and ways to support learning. Attendance and punctuality, respect, completion of assignments and work habits are also reported on. At year-end, a full progress report is issued that includes an indication of student achievement in each of the required areas of study. This information is also presented visually using a competency scale (either beginning, developing, applying or extending).

Parent conferences are scheduled within a few days of students receiving their term reports. Parents are also informed that they may contact the School at any time to request or clarify information about their child's progress.

Reporting of student progress was observed to be informative and to provide parents with helpful information regarding areas for growth and ways to support student learning.

**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 Team confirms that the parent/student handbook, produced in English and Arabic, has been updated for the 2022/23 school year and meets the requirements as outlined in section 2.26 of the Annual Report for offshore schools.

The handbook is comprehensive and contains 18 different sections related to topics including the School's mission and goals; student safety, health and wellbeing; student code of conduct; appeals and dispute resolution policy; progress reports and student assessment; and homework. Students and parents are required to acknowledge and sign that they have read and understood the handbook.



**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 Team confirms that the teacher handbook has been updated for 2022/23 and meets the requirements as outlined in section 2.27 of the Annual Report for offshore schools.

The handbook is comprehensive and contains 22 sections of a variety of information aimed to support teachers personally and professionally.

The Team confirmed that it contains an acknowledgement that the Province is not party to the contract of employment between the Owner/Operator and the teacher. The Team also confirmed that policies are in place for the evaluation of BC certified teachers as required under section 9.14(a) of the Agreement.

**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:**

CSB does not 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:**

No Remote Instruction is taking place at CSB; all teachers are on-site at the School.



## CONCLUSION

### Commendations

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

- the work done to engage with the local community in a variety of ways including some that are quite innovative and contribute to the community.
- the strong support and investment provided by the Owner/Operator to create a facility of the highest quality, and an environment that will allow students to thrive.
- the highly supportive role played by the OSR in helping the School grow and maintaining the School's focus on developing a program of the highest standard where students will succeed.
- the strong leadership of the Principal and Deputy Principal, who have a shared vision and focus on student-centred, hands-on, inquiry-based learning. Their work in creating an environment in which teachers are supported to do the best work they can to provide students with the best education possible was noted.
- the strong efforts of the administrative support team in their respective areas of responsibility that work to support the growth and goals of the School.
- the structures and strategies that have been established to facilitate teacher collaboration regarding the delivery of the curriculum.
- the consistent approach to assessing the English language proficiency of all students, and for launching a targeted intervention program to assist those needing extra help.
- the work of the Preschool and Arabic program staffs to align their programs with the BC program.

### Requirements

**In order to meet the requirements of the *BC Offshore School Program Certification Agreement*, the Team requires that by February 24, 2023, the Owner/Operator provide the Executive Director of the Independent Schools and International Education Branch, responsible for the BC Offshore School Program, with a plan and timeline for proposed implementation of the following items:**

The School is required to ensure that all teachers who are delivering, assessing and reporting on the BC educational program are authorized by the BC Ministry of Education and Child Care with valid BC certification or Letter of Exemption (LOE).





## SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that, contingent on responding to the above requirement to the satisfaction of the Executive Director, the British Columbia education program offered at Canadian School Bahrain *continues* to be recognized as a British Columbia-certified school.

