INTRODUCTION

On December 4-5, 2019 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 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 (Chair).

The School’s BC program has an enrolment of 82 students, in Grades 1 to 3. The School also includes a Nursery Program, a KG1 program and a KG2 program with a total of 73 students. The entire school, which houses the BC program, enrolls a total number of 155 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, leadership group, Offshore School Representative (OSR), the BC Principal, director of operations, BC teachers and some members of the support staff.

The Owner/Operator company structure has changed as of November 3, 2019. From the time of the initial application to the Ministry of Education, British Columbia, the School was fully established in the Kingdom of Bahrain as a part of Medad Real Estate WLL. As of November 3, 2019, the Canadian School – Bahrain has been established as a stand-alone company, owned by Medad Real Estate WLL. The head of the company continues to be Mr. Abdul Ghaffar Al Koheji. There are no other partnerships or educational connections with the school housing the BC program.
The BC program’s philosophy, objectives and special features are summarized in a mission statement as follows:

“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. School parents are key in the establishing of a new school with an unfamiliar curriculum.”

The Team would like to thank Canadian School – Bahrain for its hospitality, cooperation and preparedness for the inspection visit.

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
This is the first inspection for the school so there are no previous requirements.

**BUSINESS PLAN 1.0**

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<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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Comment:
The Owner/Operator has provided a business plan to the Ministry of Education. The BC program has presently an enrolment of 82 students with new students arriving weekly. The business plan includes a description for the development and expansion of the School which will take place in five phases over eight years so there will be five buildings when the school is completed. Phase 1 of the School will be completed this year and the projected enrolment of the school, after the completion of all five phases will be 2400 students. The business plan submitted confirms the sustainability of the program.
### INSPECTION CATALOGUE 2.0

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<th>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).</th>
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<td><strong>Comment:</strong> Included in the business plan submitted by the Owner/Operator to the Ministry of Education are a school growth plan and a human resources plan. The program provided at the school meets the BC education standards as described in the Certification Agreement. Some concerns were expressed regarding teacher accommodations and orientation to a new school in a new country. The School is aware of these concerns, see them as part of the many challenges they were facing at start-up and is planning to make enhancements to the process with respect to teacher accommodation and orientation in the future.</td>
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<tr>
<th>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.</th>
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<td><strong>Comment:</strong> The School has a document on file from the Ministry of Education, Office of the Minister, Kingdom of Bahrain dated September 30, 2019 granting approval to Mr. Abdul Ghaffar Al Kooheji for the Canadian School Bahrain to operate in Bahrain.</td>
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<th>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.</th>
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<td><strong>Comment:</strong> The School has on record permits from the Minister of the Interior, the Muharraq Municipality and the General Director of Civil Defence providing the requisite local government certificates and approvals for the building. The School does not presently provide a cafeteria service. The children bring their own lunches and snacks to school. The local municipality requires that a place be provided for students if for any reason the School is faced with a temporary or permanent closure. Because this part of the city is new and under construction the school has begun a process to identify a place suitable for the</td>
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CERTIFICATION INSPECTION REPORT
10396960 CANADIAN SCHOOL - BAHRAIN
children that will meet the requirements of the municipality. The OSR is involved in that process.

The School has comprehensive plans in place for building evacuation in cases of emergencies and as well has emergency and security procedures in place to ensure the safety of staff and students. The School is a modern, well-designed and architecturally pleasing educational environment and suitable to support the BC program.

Commendation:
The Team commends the Owner/Operator and the leadership group for their diligence, organizational skills, leadership and administrative expertise in bringing this new school to reality.

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 Owner/Operator has appointed an experienced, qualified and knowledgeable Offshore School Representative (OSR) for the School. The OSR’s administrative experience in British Columbia, her knowledge of the BC offshore program, her extensive organizational skills and ability to manage complex issues were critical components that ensured the schools success at start-up.

The Offshore School Representative is fully cognizant of her responsibilities under the agreement and 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 for her high level of commitment, organizational skills and level of support involved in the start-up of a new school with a new administration, new staff and the challenges that come with that. Her contributions have been significant and inspirational.
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 has extensive experience as an educator, possesses Canadian academic education credentials and has extensive experience in professional development and educational leadership in schools. She has superior communication and interpersonal skills along with a background in curriculum design. She is fulfilling all the requirements outlined in section 2.06 of the inspection catalogue.

This is her first year as the Principal in this new school and she has an exemption as her application for her BC certificate of qualification is processed by the BC Teacher Certification Branch.

Commendation:
The Team commends the Principal for the great depth of her commitment to the staff and the challenges that come with relocating to a new school in a new country with a new staff along with the implementation of the BC curriculum.

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 in place a full-time receptionist, a full-time executive assistant, a full time IT specialist, a full time social worker, and a full time nurse,. The school also has a Director of Finance and a Director of Operations who also have support staff.

The School meets the administrative support requirements as outlined in section 2.07 of 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:
The Team reviewed the student files and confirms that all the requirements outlined in section 2.08 of the inspection catalogue were met in all of the files examined. The parents’
consent forms have been updated based on the ministry guidelines for the 2019/2020 school year.

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**Comment:**
All teacher files, including the principal’s file, for those involved in the delivery of the BC curriculum were examined.

All five members of the BC program staff, which include the Principal, have exemptions from the Ministry of Education until January 31, 2020 while their applications for certification are being processed by the Teacher Certification Branch. Staff are being actively supported through the application process by the Offshore School Representative.

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

**Commendation:**
Administration and support staff are commended for the accuracy, thoroughness and well organised files and documentation needed to support the inspection process.

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**Comment:**
Through classroom observation and document verification, the Team confirmed that the School meets the Ministry’s compliance requirements for curriculum implementation.

In its first year of operation, a main focus of the School has been to ensure that all teachers have a thorough understanding of the BC curriculum model. The Principal and the Offshore School Representative have provided extensive professional development to teachers. Weekly staff meetings focus on lesson planning, core competencies, assessment and First Peoples Principles of Learning. Teachers comment about the extensive collaboration taking place between teachers and with administration.

All teachers use a standard template for curricular planning. Unit plans contain elements including Big Ideas, core competencies, curricular competencies, content learning standards, content learning outcomes.
assessment/evaluation, extensions (e.g. First Peoples Principles of Learning) and cross-curricular connections.

The BC curriculum model has been embraced not only by teachers in the BC-certified grade one to three levels, but it has been embraced school-wide – at the kindergarten level in an effort to prepare students for success in grade one as well as by Arabic teachers.

In an effort to instill skills in children for success in the 21st century, teachers make active use of technology in the classroom. The School has a class set of tablet devices that are used to support learning, such as for research for student projects. Classrooms are equipped with smartboards and teachers make extensive use of software applications such as Class Dojo, Raz-Kids and Splash Math.

As a new school with an educational model that is different than any other in Bahrain, parents were concerned at the beginning of the school year about students’ ability to learn effectively in an atmosphere that emphasizes play-based learning opportunities in support of the development of core competencies. Now in its fourth month of operation, students and parents have responded positively. There have been many comments about how children enjoy coming to school everyday, how children’s reading ability has noticeably improved and as evidence of the positive response, new students continue to enroll at the School on a weekly basis.

Commendation:
The Team commends the School for its extensive efforts to ensure that all teachers at the School – BC-certified levels, kindergarten and Arabic – have a thorough understanding of and are implementing the BC curriculum model.

The Team commends all teachers at the School – BC-certified levels, kindergarten and Arabic - for their embrace of and commitment to the BC curriculum model and hard work at developing thoughtful curriculum plans that aim at supporting the success of their students.

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:
All students are given an English Language Assessment before entering the BC program. The team had the opportunity to visit all BC teachers in their classrooms during instructional time. In all circumstances it was clear that as the teachers differentiated their instruction they were sensitive to any children that had challenges in English Language Learning. The
Team observed children involved in pullout programs and the grouping of children in classrooms as teachers and teaching assistants worked with individual students and with the groups as well as the ongoing assessment and understanding of children’s English language ability during whole group instruction. The high level of awareness on the part of the teaching staff to the different levels of their students’ facility with English was apparent and commendable.

**Commendation:**
The teaching staff are commended for their ongoing sensitivity to and assessment of the children’s different levels of proficiency in English and the variety of instructional methods being applied to improve student’s English language learning.

### 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.

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**Comment:**
This section of the inspection catalogue does not apply to Grades 1-9.

### 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.

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**Comment:**
The Team reviewed annual course overviews and unit planning documentation and confirmed that the documentation demonstrates compliance with the new curriculum. It was clear to the Team that all teachers at the School – BC-certified, kindergarten and Arabic – have diligently worked to develop unit plans that comply with expectations and aim to support student learning.
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 861.6 hours of instructional time in English each year in addition to 163.8 hours in Arabic for a total of 1025.4 instruction hours annually, which exceeds 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 at the School can demonstrate their learning in a variety of ways and receive regular and frequent feedback. There was evidence of the use of both formative and summative assessment practices in classes visited. Teachers described additional assessment strategies and techniques in conversations with inspectors. At the end of classes and units, students are regularly asked to assess their understanding of and ability with the subject matter.

The Team observed skillful use of differentiated instruction and engagement of teacher assistants to assist student learning with students of diverse ability. Writing samples appear on classroom walls to give students visual examples of achievement benchmarks.

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 School meets Ministry expectations for learning resources. Classroom walls are adorned with resources aimed at supporting learning in the various curricular areas as well as the broader aims of the School.

Technology is used extensively throughout the School to support learning. Smart boards, projectors, laptop computers and tablet devices are used by teachers and students, and a
wide variety of digital resources such as Class Dojo, Raz-Kids and Splash Math enhance student learning.

In this first year of operation, the School has provided a sufficient amount of classroom supplies for each classroom. It has intentionally provided a limited amount of print and other learning resources as it plans to involve teachers in the resource acquisition process ahead of its second and subsequent school years by having teachers identify the resource needs for their particular classrooms. The resource acquisition process for the 2020/21 school year has already begun.

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

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Comment:
The School has a policy in which progress reports will be issued to all students at the end of each of the School’s three terms and two interim reports will be provided mid-way through the first and second terms. Parent-teacher conferences will be held after each term-end report is issued. The School’s first interim reports have been issued and the School is currently preparing the first term-end reports for issuance next week. The School held an information session in September to provide an overview to parents of the BC education program and assessment system. The Team confirmed that all students will complete a year-end self-assessment of core competencies as required under the Student Progress Report Order.

The School employs the PowerSchool student information system and teachers actively use Class Dojo to keep parents apprised of their children’s progress and activities taking place in the classroom.

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

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Comment:
The parent/student handbook has been updated as required for the 2019/2020 school year. The School has developed policies and procedures for appeals and dispute resolution which were reviewed with parents at the first parent-teacher meeting of the year. The requisite sections of the policy manual are also available to parents online. The school has also developed policies relating to student assessment, student admissions, student conduct, and student supervision.
The School meets the parent student handbook 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 as required for the 2019-20 school year. The handbook contains the requisite provincial disclaimer regarding the employment relationship between the Owner/Operator and BC teachers. The disclaimer is also contained in teacher contracts. The School has policies in place for the evaluation of teachers and administrators and the policies are being effectively implemented. The handbook also contains a dispute resolution policy for staff. The school has also developed a school policy manual that goes into greater detail on policies pertaining to teachers.

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 Canadian School - Bahrain for:

- the diligence, organizational skills, leadership and administrative expertise of the Owner/Operator and the leadership group in bringing this new school to reality;
- for the high level of commitment, organizational skills and level of support of the Offshore School Representative in the start-up of a new school with a new administration, new staff and the challenges that come with that. Her contributions have been significant and inspirational;
• for the great depth of commitment by the principal to the staff and the challenges that come with relocating to a new school in a new country with a new staff along with the implementation of the BC curriculum;

• for the accuracy, thoroughness and well organised files and documentation needed to support the inspection process provided by the administration and support staff;

• its extensive efforts to ensure that all teachers at the School – BC-certified levels, kindergarten and Arabic – have a thorough understanding of and are implementing the BC curriculum model;

• all teachers at the School – BC-certified levels, kindergarten and Arabic - for embracing and their commitment to the BC curriculum model and hard work at developing thoughtful curriculum plans that aim at supporting the success of their students; and

• the teaching staff’s ongoing sensitivity to and assessment of the students’ different levels of proficiency in English and the variety of instructional methods being applied to improve students’ English language learning.

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 Canadian School - Bahrain be recognized as a British Columbia-certified school.