

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADIAN SCHOOL BAHRAIN

DIYAR AL MUHARRAQ

KINGDOM OF BAHRAIN

NOVEMBER 13 – 15, 2023

## INTRODUCTION

On November 13, 14 and 15, 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 Piet Langstraat and Wendy Hyer, who served as Chair for this inspection.

The School's BC program has an enrolment of 743 students in grades 1 to 9. In addition, CSB also operates a comprehensive preschool program that registers 21 students in the nursery program, 88 students in the KG1 program and 127 students in the KG2 program. In total, the preschool program enrolls 236 students and is a natural feeder program for CSB. The entire school, which houses the BC program, enrolls 979 students.

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's representative, Offshore School Representative (OSR), BC Principal, BC Academic Principal, BC Deputy Principal, BC program coordinators and BC teachers.

The Owner/Operator, MEDAD Real Estate WLL, under direction of Mr. Abdul Gharrar Al Kooheji is responsible for the BC program. 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 reflected in their mission statement which 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 requirement in its previous inspection pertaining to BC teacher certification. This was addressed to the Ministry's satisfaction.</p> <p>The report also contained suggestions, which the School reviewed and acted upon within the context and priorities of the School. Of note, the process for teacher recruitment is working effectively and the learning commons are fully functional.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, 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 Owner/Operator has developed a comprehensive business plan based on the historical demand for and growth of the BC program. Significant enrolment growth has continued year after year at CSB. This growth is attributed to a creative, skilled marketing team that uses social media and various advertising strategies to promote the School. As well, the School's reputation of offering an educational program that is student-centered and focuses on developing conceptual understanding and acquisition of skills is spreading rapidly throughout the region. Effective parent and community engagement has been instrumental in establishing this respected status.</p> <p>Another feature of the business plan that ensures the sustainability of the School is the robust preschool program that is on campus, as students from the preschool transition into</p>		

the BC program. This year, the School expanded to offer a grade 9 program and further enrolment growth is expected with the addition of the BC graduation program next year, adding grades 10, 11 and 12 one year at a time over the next three years. Graduates of 2027 will receive both a BC Dogwood Certificate and Bahrain Graduation Certificate.

The School's continued investment in infrastructure includes the addition of an aquatic centre, equestrian centre and a second learning commons area, all of which enrich the School's programs and keep CBS competitive in the international school market. An informal partnership with a school in Duncan, BC that offers an equestrian program has been established by the School to facilitate the implementation of this program.

CSB has also invested in staffing, adding several new positions, including the Academic Principal, Learning Support Coordinator, Curriculum Coordinator, Athletic Coordinator and Learning Commons Teacher. The focus for these new positions is to enhance teacher practice and student learning. In addition, the School has hired additional teachers to teach grade 9, swimming coaches and a part-time individual to assist with the development of the equestrian program.

In summary, the Team believes the Owner/Operator continues to show a strong commitment to the BC Program. The initiatives undertaken to maintain and increase enrolment appear to be effective, ensuring long-term sustainability and growth of the program.

**Commendation:**

The Team commends the School for its investment in its marketing plan, program development, infrastructure and staffing to ensure long-term sustainability and growth of the BC program.

## INSPECTION CATALOGUE 2.0

### 2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

The Team reviewed the sections of the Certification Agreement that list the responsibilities of the Owner/ Operator and confirms that the Owner/Operator meets all the requirements set forth in the Agreement.

The Owner/Operator and representative of the Owner/Operator, who is the Head of the Executive Committee, continue to be strongly supportive of the BC program, remaining actively and appropriately involved with the School. There appears to be a good working



relationship between the Head of the Executive Committee, the Offshore School Representative (OSR), the principals and the Deputy Principal.

Commendation:

The Team commends the Owner/Operator's long-term vision and commitment to the BC program.

**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 verifies that the Owner/Operator has the following written approvals to operate:

- a certified translation of a Ministerial Decree, issued by the Minister of Education to establish a private educational institution (CSB), dated September 30, 2019. There is no expiry for this approval.
- a certified translation of a Ministerial Decree, issued by the Minister of Education approving the addition of grades 7 to 9 as of March 9, 2021. There is no expiry for this approval.
- a Business Licence, issued by the Ministry of Industry and Commerce on April 17, 2019, which has an expiry date of April 17, 2024.

**2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.**

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

The Team confirms that the School meets all relevant and current local health and safety standards as reported. The Team reviewed translated copies of the following building safety documents:

- a technical report, from the Director of Private Education Department, Ministry of Education, dated September 13, 2022, that confirms the School meets the building engineering requirements.
- a document from the Director of Protection and Safety Department, Ministry of Interior, dated July 30, 2020, that verifies the School's compliance with the fire-related safety requirements.



- a Certificate of Compliance with Fire Protection Requirements from the Directorate of Civil Defence, Ministry of Interior, dated October 1, 2023, which is valid until October 1, 2024.
- a letter dated September 28, 2023, to the Director of Licensing and Follow-up of Private Schools Confirmation containing a Commercial Registration Certificate issued to the School's food services provider.
- a School Evacuation Testing Report, from the Protection and Safety Department, Ministry of Interior, dated September 10, 2023.
- a License of Private Health Facilities issued by the National Health Regulatory Authority issued January 1, 2023, which expires January 19, 2024.

As well, the School has a comprehensive Health & Safety Manual Handbook, which includes such items as response plans for medical emergencies, bomb threats, lockdowns, earthquakes, evacuations, safety on busses etc. School emergency plans include appropriate plans for both temporary and permanent closure. CSB has established a Health and Safety Committee and provides health and safety training to all staff. As well, the School has two nurses on staff, a clinic and a nursing station as per Bahrain government requirements.

The School is located on a gated property that contains a main building comprised of two wings for academics, school administration, learning commons, cafeterias, art room, music room, science labs, and a home economics lab. There is also an aquatics centre that has a gymnasium/auditorium and fitness centre. Outdoor facilities include soccer fields, paddle courts and a constructed equestrian facility that is to become operational by the spring. The School is well maintained, naturally lit, highly functional and visually appealing. The School has capacity for approximately 2,100 students with space to expand if/when necessary.

Based on information reviewed during the inspection, the Team deems the facilities suitable to support the BC 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 Schedule B, Part II of the Agreement.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

Comment:

The Offshore School Representative (OSR) has been working with the Owner/Operator since the School first opened in 2019 and is instrumental to CSB's stability, growth, succession planning, professional learning and implementation of the BC program. As a teacher and administrator in the BC school system, both offshore and in BC, she brings both senior management expertise and significant experience to the role of OSR, supporting the leadership team in establishing a program that focuses on academic excellence. In addition to her duties outlined in Schedule B, Part II of the Agreement, the OSR sits on the School's board



as a non-voting member. Recently, the School underwent its first Bahrain Quality Assurance inspection, an audit process that results in a quality rating. This process required a significant amount of time and work by the OSR and leadership team.

The OSR is aware of her obligation to report to the Ministry in a timely fashion, any critical information relating to any significant changes in the operation of the School and/or ownership that could significantly impact the School's operation. The Team confirms that the OSR meets all the requirements set out in section 14 of the Agreement.

The Team appreciated the participation of the OSR during the inspection.

**Commendation:**

The Team commends the OSR for the level of service she provides to the Owner/Operator and the mentorship provided to the leadership team at the School.

**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 Principal has held a leadership position at CSB for three years. This is his first year as principal. Prior to that he held the position of Deputy Principal. He brings a wealth of administrative experience to the School, having served as a school principal at elementary, middle and secondary schools in Alberta for 17 years. The Ministry has provided a Letter of Exemption, confirming that, based on his experience, the Principal is eligible to be a principal of a BC offshore school under the conditions that the OSR will provide ongoing direct mentoring throughout the 2023/24 school year and will conduct an assessment that is satisfactory to the Ministry by January 28, 2024.

The Principal is responsible for the day-to-day operation of the School. He works closely with the Academic Principal and the Deputy Principal whose roles are clearly outlined in the CSB organizational chart. The Team examined the job description of the Principal, confirming that the Principal meets the requirements as outlined in Section 2.07 of the Annual Report for offshore schools. The terms and conditions of employment for the Principal are set out in the Principal's contract and Employee Handbook.

The Team noted the cohesive, collaborative relationship between the Principal, Academic Principal and Deputy Principal. During interviews, teachers continually praised the leadership team for the ongoing support they provided.



**Commendation:**

The Team commends the Principal for cultivating a cohesive leadership team, which has worked collectively to establish a professional learning community that is student-centered.

**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 School has a full complement of support staff with responsibilities for either education or management-related functions. On the business side of the organization, the Head of the Executive Committee oversees the areas of human resources, facilities, admissions, IT and public relations. The School also has both medical and security staff in place to ensure the health and welfare of students and staff.

On the education side, the School is supported by the Offshore School Representative (OSR) who assumes the full scope of duties outlined in the Agreement. On a day-to-day basis, CSB is led by the Principal with support from the Deputy Principal and a newly created position, the Academic Principal; a position that was assumed by the previous principal. This newly created position is responsible for the teaching and learning portfolio and is supported by a Curriculum Coordinator, Learning Support Coordinator, Learning Commons Coordinator, Athletic Coordinator, head teachers and lead teachers. Classroom teachers spoke highly of the increased opportunity to collaborate with colleagues to enhance instructional practice.

The education leadership team and the support staff work collaboratively to ensure the School operates in a very well-organized manner that creates a positive learning environment.

**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 School has dedicated support staff who have implemented consistent routines for both establishing and maintaining student files.

The Team reviewed a cross section of student files across all grade levels, which are stored in secure filing cabinets that are housed in a locked room. The Team verified that all required elements listed in Section 2.09 of the Annual Report for offshore schools are included in the files.

**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 reviewed the verification response file issued by the Teacher Regulation Branch (TRB) and reviewed teacher files and confirms that 24 teachers possess a BC Certificate of Qualification, and 14 teachers have applications that are in progress for BC certification. Of the 14 applicants, the team verified that 13 have current and valid Letters of Exemption (LOEs) issued by the Director of International Education.

The Team saw evidence that the fourteenth teacher has cleared the local equivalent of a criminal record check (CRC) and has applied to the TRB for an LOE. Subsequently, the teacher is currently co-teaching with a certified teacher. The Team verified that the BC certified teacher is responsible for planning, delivering, assessing and reporting. The School is aware that this arrangement is to continue until the teacher receives the LOE.

The School employs locally certified teachers to teach exempt courses, Arabic language, Arabic social studies and Islamic studies. The School provided official translations of evidence that all teachers possess authorization from the Bahraini Ministry of Education to teach at the School. Valid Good Conduct Certificates, the local equivalent of a criminal record check was on file for all locally certified teachers and support staff associated with the BC program.

Teacher files were reviewed during the inspection and found to be comprehensive, well organized and updated as appropriate. Teacher contracts were also reviewed as part of the inspection process and found to be inclusive of the appropriate information, and clearly detailed the expectations for the professional staff working at the School.

The School supports teachers with 10 days of professional learning prior to the start of the school year, providing a balance of onboarding activities and professional development that focuses on the BC program. As well, professional development sessions are held weekly on Thursday afternoons after students have completed their classes at noon.

**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 had the opportunity to meet with several staff members including the Principal, Deputy Principal, Academic Principal, coordinators, head teachers,





lead teachers, teachers and students. In addition, the Team spent considerable time observing teachers in classrooms engaging with students.

The implementation of an administrative structure that includes an academic principal, a learning support coordinator, a curriculum coordinator, and a learning commons coordinator has provided teachers with support in understanding BC's curriculum, effective planning, and appropriate assessment strategies.

Collaborative time is provided within the timetable for teachers to jointly plan with their colleagues. This effective planning was evident in the classroom observations that were undertaken. Teachers were witnessed using the planning documents to guide their lessons and classroom activities.

In the past year the School has implemented a middle school model and has expanded by adding grade 9. A lead teacher provides support to the teachers in middle school along with the Learning Support Coordinator, Curriculum Coordinator and Learning Commons Coordinator. From observations undertaken in the middle school classrooms it was evident that teachers are committed to continuing to focus on the School's educational philosophy of promoting student-centered, inquiry-based learning.

The First Peoples Principles of Learning (FPPL) were prominently displayed in classrooms around the School. The Team observed several classroom lessons that embedded FPPL into learning activities.

**Commendation:**

The Team commends the School for providing the administrative and peer planning structures, including the creation of academic principal and curriculum coordinator positions, to support the successful delivery of BC's curriculum across all grades provided at the School.

**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 School has dedicated human resources to perform an initial assessment of English language proficiency at the time of initial registration. The assessment is provided to the Principal who makes the final determination as to whether a student will be accepted at the School.



Three assessments are performed annually utilizing the STAR reading and math computer-adaptive tests. This quantitative data is supplemented with qualitative data that is gathered by teachers to continually assess a student's English language proficiency.

Along with universal strategies such as levelled reading to support all students with English language acquisition, the Precision Reading Program is utilized to provide targeted support for students who require additional assistance in English language acquisition and fluency. In addition, those students who are the least proficient are provided with small group and individualized support. Raz-Kids, a guided reading program, is used as a universal support for language acquisition and growth in reading.

The Learning Support Coordinator provides professional development and individual teacher support to assist teachers in developing strategies to support students in reaching appropriate levels of English language proficiency.

Commendation:

The Team commends the School for creating a Learning Support Coordinator position to provide the coordination of both universal and targeted supports to assist students with the acquisition of English language fluency and skills.

**2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 2.21 (a-e) of the Annual Report.**

Requirement Met       Requirement Partially Met       Requirement Not Met

Comment:

The School currently provides programming up to grade 9. As a result, no Board/Authority Authorized (BAA) courses are offered at the School. There are plans to introduce BAA courses in the future as the School develops its high school program in the coming years.

**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:

The Team reviewed the course documentation and curricular planning documents submitted by the School. All courses demonstrated learning outcomes and learning standards that meet or exceed BC Ministry standards.



All courses included evidence of Big Ideas, Core Competencies, Curricular Competencies and First People Principles of Learning (FPPL). In addition, the curricular planning documents contained detailed and appropriate assessment methods. Curricular planning documents were developed using a common template developed by the Academic Principal.

Weekly and daily plans are developed, often in collaboration with other members of a teacher team, to guide instruction in the classroom. During classroom visits, the Team observed teachers effectively using these planning documents to guide daily instruction and learning activities.

Teachers gather student learning artifacts in classroom binders. These provided evidence of student self-assessment and personal goal setting. The artifacts are also used to share evidence of student learning with parents as part of the reporting process.

An impressive aspect of planning at the School is the extent to which the preschool and Arabic departments are utilizing the principles of BC's curriculum to develop their own planning documents.

Commendation:

The Team commends the School for the structures that have been put in place to ensure that quality planning, aligned with BC's curriculum, is occurring at the School.

**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 provides 180 days of instruction and a total of 995 instruction hours. 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.**

Requirement Met       Requirement Partially Met       Requirement Not Met

**Comment:**

In addition to the evidence of strong assessment practices found in curriculum planning documents, teachers were observed using a variety of assessment practices and strategies. Assessment strategies included such things as exit slips, student hand signals (1 – 5 fingers) to indicate whether a student understood a particular concept, and teacher monitoring of student work. In addition, rubrics based on a four-point proficiency scale were used extensively throughout classrooms in the School. These rubrics are used for both teacher assessment of student learning and by students as a self-assessment tool.

The results of the STAR reading and math assessments, and information gathered through the Raz-Kids and the Precision Reading Program, are combined with the daily assessment practices to provide reliable evidence of student learning and progress.

The Academic Principal and the Learning Support Coordinator assist teachers in developing effective assessment practices. They also oversee the assessment program to ensure appropriateness and consistency of assessment across all grade levels.

**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 hiring of a dedicated Learning Commons Coordinator has had significant impact on the way in which learning resources are acquired and utilized in the School.

The Learning Commons Coordinator oversees the acquisition of print resources and the implementation of technology as a tool to access appropriate digital learning materials. Two learning commons have been established, one in the elementary wing and the second in the middle school wing of the School. Maker spaces are being established in both learning commons. While resources for these maker spaces are still being acquired, students were observed utilizing the spaces for such activities as building projects and robotics.

The School is well equipped with print resources in every classroom including classroom reading books, student notebooks, math resources and textbooks where appropriate. The Learning Commons Coordinator assists teachers in gathering resources for specific topics and projects in classrooms.



Sets of portable iPads are used by teachers and students in primary classrooms. Beginning in grade 4 all students are provided with a personal iPad. Promethean Boards are installed in every elementary classroom and middle school classrooms are equipped with projectors. During classroom visits inspectors observed technology resources being used appropriately. Many teachers develop digital materials that are utilized to augment instruction.

The School currently has an internet bandwidth of 200 Mbps although plans are underway to increase this to 500 Mbps in the current school year. 1000 additional IP addresses have been acquired to accommodate the growth in student population.

Commendation:

The Team commends the School for investing in the position of a Learning Commons Coordinator to support teachers in the use of learning resources and to develop maker spaces that provide learning opportunities for students.

### **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:

The School utilizes a variety of communication tools to provide parents with ongoing information about their child's progress. These include the parent communication software (LMS), direct SMS messages, phone calls and parent meetings.

The first written learning update is sent home at the end of September followed by parent-teacher interviews. This allows teachers to provide parents with early indications of their child's learning. This is followed by two additional written learning updates throughout the year. Again, parent-teacher interviews occur after each of these. A summary of learning is provided to parents at the end of the school year.

During parent teacher interviews parents are provided with evidence of their child's learning including student self-assessments and goal setting.

The School has developed a new learning update template that is utilized by all teachers in the School. This template includes:

- number of days absent
- number of lates
- student strengths in each subject area
- areas for growth in each subject area
- proficiency scale (Beginning, Developing, Applying, Extending) in each subject area



- next steps in communication, critical thinking, and personal and social responsibility

**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 Team reviewed the School's updated 2023/24 parent/student handbook and confirms that it meets the requirements as outlined in Section 2.26 of the Annual Report. The handbook consists of 18 sections and includes school goals, student code of conduct, counselling and student services, student safety, student assessment, homework and attendance. The handbook has been translated into Arabic, which assists parents and students in understanding and following the expectations of the School.

CSB also developed a School Policy Manual. Of the 11 sections in the manual, three pertain to parents and students, including the School's mission, student affairs and student safety. The manual contains policies regarding parent appeals and dispute resolution, student supervision, admissions and the BC program.

**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 employee handbook is a very comprehensive and informative resource that includes sections orienting teachers and administrators to the School as a whole, including school procedures and policies. The handbook contains the requisite policies regarding the evaluation of both teachers and administrators. As well, terms and conditions of employment are provided, including the acknowledgement that the Province is not party to the contract of employment and the Province is not liable in any instance where the Owner/Operator is found to be in contravention of the laws or requirements of the country of operation.

The School's handbook clearly delineates expectations and procedures to be followed and meets the requirements as outlined in the Annual Report.



**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 does not currently 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.**

Requirement Met
  Requirement Partially Met
  Requirement Not Met
  Not Applicable

Comment:  
No Remote Instruction is occurring at CSB; all teachers and administrators 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:**

- its investment in its marketing plan, program development, infrastructure and staffing to ensure long-term sustainability and growth of the BC program.
- the Owner/Operator's long-term vision and commitment to the BC program.
- the level of service the OSR provides to the Owner/Operator and the mentorship she provides to the leadership team at the School.
- cultivating a cohesive leadership team, which has worked collectively to establish a professional learning community that is student-centered.
- providing the administrative and peer planning structures, including the creation of academic principal and curriculum coordinator positions, to support the successful delivery of BC's curriculum across all grades provided at the School.
- creating a learning support coordinator position to provide the coordination of both universal and targeted supports to assist students with the acquisition of English language fluency and skills.



- the structures that have been put in place to ensure that quality planning, aligned with BC's curriculum, is occurring at the School.
- investing in the position of a learning commons coordinator to support teachers in the use of learning resources and to develop maker spaces that provide learning opportunities for students.

### **SUMMATIVE RECOMMENDATION**

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

