

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

LANZHOU ORIENTAL INTERNATIONAL SECONDARY SCHOOL

ANNING DISTRICT, LANZHOU, GANSU PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 3-4, 2022

INTRODUCTION

On November 3 and 4, 2022, a virtual certification inspection was completed on Lanzhou Oriental International Secondary School (LOISS) in Lanzhou, Gansu Province, People's Republic of China, 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 Inspector, 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, was Beverly Pulyk. Of note, at the time of the inspection, staff and students were teaching/learning remotely due to COVID-19 lockdown restrictions.

The School's BC program has an enrolment of 27 students (9 students enrolled in grade 10 and 18 students in grade 12). The BC program is housed in Lanzhou Oriental Secondary School (LOSS). There are three Lanzhou Oriental schools (primary, middle and secondary) on the campus. The entire campus, which houses the BC program, enrolls 4412 students.

During the virtual inspection of the School, the Inspector reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers, Chinese teachers, Chinese support staff, and four students.

The Owner/Operator, Lanzhou Oriental Education Group (LOEG), is responsible for the BC program. In addition to LOISS, LOEG owns and operates three Chinese schools in Lanzhou (primary, middle and secondary). All schools are located on the same campus as previously mentioned.

As noted in the Annual Report, the BC programs philosophy and objectives include:



- a mission to nurture principled, responsible, and educated global citizens who engage the world with respect, courage, and integrity.
- a focus on understanding Big Ideas and developing the attributes and competencies that will allow students to strive for personal and academic excellence; students are challenged to recognize the interconnections between their skills, knowledge, passions, aspirations, and their development as educated global citizens.

Special features according to administration and the OSR include the family-like environment in the School, the level of communication/collaboration between the BC and Chinese staff, the library, and the Fine Arts program.

The Team would like to thank Lanzhou Oriental International Secondary School for its cooperation and preparedness for the virtual inspection.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were no requirements noted in the previous inspection report. Although the School is not “required” to address the suggestions, the staff of LOISS did review the suggestions. Actions taken as a result of the review included:</p> <ul style="list-style-type: none"> • adding the admissions policy in the student/parent handbook; • updating planning documents to better reflect all components of BC’s curriculum (in particular, integration of the Core Competencies and First Peoples Principles of Learning); • continuing to explore online teaching and digital resources (i.e., use of a Chinese platform similar to Zoom; Schoology, Canvas, Ted Talks, Read Theory, etc.); • continuing to explore online professional development platforms, and • adding the principal evaluation policy and statement of liability in the staff handbook. 			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Inspector confirms the business plan noted in the Annual Report.</p>		



School/parent communication is ongoing throughout the year. An information meeting is held with parents at the beginning of the year. Parents are invited to school assemblies, performances, university information nights, and teacher/parent conferences. Staff communicate with parents via WeChat as well as through information and notes in the student/parent handbook. Due to the pandemic, communication between the staff and home takes place virtually. Parents can also access LOISS information via the main campus's website.

The most significant difference this year has been a change of ownership and renaming of LOISS from Lanzhou Oriental Canada Secondary School (LOCSS). LOCSS operated for eight years under the previous owner. The new Owner/Operator is the Principal of LOSS; he is very familiar with the requirements of operating a BC international school within a host school. Due to new ownership, the School was required to recertify as a "new" school and is considered in its first year of operation. Other than the new Owner/Operator and new Offshore School Representative (OSR), the BC and Chinese staff have remained the same during the transition.

Due to travel restrictions and the pandemic, two BC teachers were unable to travel to China last year. As such, the greatest challenge in 2021/22 for teachers was having to instruct students remotely. All graduating students from last year were accepted into university; this is an accomplishment the staff is most proud of.

The governance structure and decision-making processes begins with the Owner/Operator. The Owner/Operator deals with the budget. New staff are hired based on recommendations of the OSR and Principal. The BC Principal addresses administrative duties with the assistance of the Chinese Principal. The BC Principal oversees curriculum implementation and daily operations.

LOISS's goals for this school year center on assessment, English language learning (ELL) strategies and resources, health and safety, extra-curricular activities (sport competitions and band), and a 100% graduation rate. Different science options and a drama club were program additions this year.

The School has capacity for 260 students. The local Education Bureau, host school, and Owner/Operator determine enrolment capacity. As the pandemic has significantly impacted school enrolment, LOISS hopes to return to previous enrolment levels over the next three to five years. The target market for LOISS is public middle school students whose parents support overseas post-secondary opportunities for their children. Marketing strategies include visiting the feeder schools in Lanzhou, advertising through social media, hosting open houses, and using the display screens in front of the School. The School plans to offer English workshops this year to potential students once COVID-19 restrictions are lifted. Marketing was a challenge last year, due to COVID-19 restrictions and parents rightfully wanting their



children to have face to face contact with their teachers. There is one other international school in local competition with LOISS.

The LOISS BC program assists students in developing sufficient English and knowledge to be successful in enrolling in English-speaking universities. Due to travel restrictions, last year, 13 of the 32 graduating students remained in China to study. 14 students chose other English-speaking countries, such as Australia where entrance requirements are not as high. Although students graduating from LOISS graduate with one diploma (BC Dogwood), a few students took additional Chinese courses in order to acquire their Chinese diploma as well. A Chinese staff member supports students with their university and visa applications.

The OSR has contacted two BC public school districts to arrange an educational partnership with LOISS; he is awaiting their reply. The Inspector encourages such a partnership to enhance professional development opportunities for staff and additional learning activities for students.

Commendation:

The Owner/Operator, who is the Chinese Principal and has a vested interest in the School, is commended for his vision and goals for the future direction of LOISS.

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 Inspector confirms that the Owner/Operator has met the requirements related to the following items noted in the Agreement: the ownership requirements outlined in Schedule A, the criteria outlined in section 5.00, the public announcements outlined in section 8.00, and awareness to report any dismissals, suspensions or discipline of a teacher as outlined in section 17.00.

At this time, the School does not have the minimum enrolment of 60 full-time students in each grade. The pandemic has significantly affected enrolment and reasonable efforts are being made to increase enrolment to pre-pandemic numbers.



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

- A document provided from the Gansu Provincial Education Department authorizing approval for LOISS to operate (January 4, 2013).
- The Private School Running Permit of People's Republic of China allowing the ongoing operation of the host school (June 16, 2022-June 15, 2027).
- People-Run Non-Enterprise Unit Registration certificate issued by Lanzhou City Bureau of Education (date of issue July 14, 2006; current renewal valid April 17, 2019 – April 16, 2023).

Documents are translated but do not indicate they are “certified” translations.

Requirement:

Although all government approval documents are translated into English, the School is required to acquire confirmation of “certified” translations for each government approval document.

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:

Based on information reviewed during the inspection, the Inspector deems the facilities suitable to support the BC program. Translated building safety documents available for review related to construction permits, fire safety, and catering services include:

- Gansu Province Lanzhou Middle and Primary School Building Construction Evaluation Reports (November-December 2009).
- Lanzhou Jiaotong University Oriental Middle School Fire Safety Floor Plan issued by Gansu Zhongyuan Fire Safety Engineering Company Ltd. (December 2010).
- Business License for Gansu Catering Service Company Ltd. issued by Lanzhou City Anning District Administration for Industry and Commerce (August 18, 2016–August 17, 2036).

Fire and earthquake procedures as well as guidelines regarding general school closures are in place. Students practise fire and earthquake drills over the course of the year. The School



closure document, developed by LOSS applies to all schools on the campus. The document addresses closures affecting a day or a longer period, as well as closures that may involve a foreign teacher evacuation.

LOSS is responsible for all school facilities on the campus. LOISS is located on the sixth and seventh floor of the LOSS administration building. The two floors consist of a music room, art room, seven classrooms, two computer labs, library, cafeteria space (food is brought in for the BC students and staff), staff office (shared by BC and Chinese staff), staff room, principal's office, and administrative support office. LOISS students and staff have access to other areas on the LOSS campus as needed (e.g., sports field, additional computer labs, science lab, assembly hall, etc.).

First aid is provided by three appropriately trained staff members and first aid kits are available in each classroom. There are two clinics located beside the schools should a student require additional treatment for major illnesses or injuries. Since the onset of COVID-19, there have been increased prevention protocols (additional cleaning, regular COVID-19 testing, mask requirements, quarantining, etc.).

16 of the 27 students live on campus in dormitories; Chinese staff are hired as dorm monitors.

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 Inspector confirms the suitability of the Offshore School Representative (OSR). The OSR, appointed by the Owner/Operator in September 2021 and approved by the Province, represents LOISS. His experience as a BC school educator in China for 11 years and his educational experience in Alberta and Saskatchewan provides him the knowledge and expertise required of the position.



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 been employed by LOISS for four years, one year as a teacher and three years as a principal. The Principal's experience as a teacher in Canada as well as a teacher, department head, and vice-principal at various offshore schools are an asset to her fulfilling her current position. The Inspector confirms that the Principal is responsible for all of the principal duties noted in section 2.07 of the *Annual Report*. In addition, the consistency of having the same principal for three years and through the pandemic has been of benefit to the School.

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 Principal is supported by a variety of Chinese staff who are responsible for such things as marketing, data management, admissions, university applications, technology, human resources, communicating with parents, and translation. There are seven Chinese staff providing administrative support; these include the Office Manager, International Director, Principal Assistant, Director of Student Management, Director of Technology, human resource employees, and homeroom teachers. Some of these employees hold multiple assignments. A number of these employees are English-speaking which is beneficial to the students and BC staff.

Commendation:

The Chinese and BC administration are commended for hiring English-speaking Chinese staff who are instrumental in supporting and adding to the English language acquisition of the students.



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:

Student files, housed in the administration office, are maintained by the Office Manager and Principal Assistant. As previously mentioned, at the time of the inspection, staff and students were teaching/learning remotely due to COVID-19 lockdown restrictions. As such, only a random selection of grade 10 student files was available for review; no grade 12 files were available for review. Based on the limited review of student files and discussion with administration, the Inspector confirms student files contain all elements as outlined in section 2.09 of the *Annual Report*. During the inspection, it was noted that the student medical alerts and related inclusions were missing from *Form 1704* of the students' Permanent Student Records. Equivalency documents for online course credits through the approved Online Learning service provider were also missing. All missing elements were added to the students' files. Student files are stored in filing cabinets, although student information is available digitally as well.

The Inspector informed administration that going forward the updated BC Ministry of Education and Child Care's personal information consent forms are to be used.

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 Inspector confirms the items in sections 2.10 through 2.18 of the BC Offshore School Program Annual Report.

Annual recruiting for staff begins in early December and continues until all positions are filled. The Offshore School Representative (OSR) attends recruitment fairs and advertises on the Make a Future website. All staff employed in 2021/22 renewed contracts for 2022/23. This has been an asset for LOISS this year. COVID-19, travel restrictions, and acquiring visa and work permits has impacted teacher recruitment. To be competitive, teachers are provided annual salaries comparable to other BC offshore schools. Accommodations are provided and in a new building close to the School.

LOISS employs three BC teachers (including the Principal); all three teachers completed their teacher education program outside of BC. The Inspector confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education



and Child Care. The Principal has been documenting all yearly management and leadership tasks so as to plan for a smooth principal transition for when the time arrives.

In addition to the three BC teachers, there are five Chinese teachers who teach Mandarin, music, art, or physical and health education (PHE). The Team confirms that these teachers are locally certified and possess a valid criminal record check (CRC). A Letter of Exemption (LOE) from the Ministry is on file for the fine arts and PHE teachers. All other Chinese employees working in LOISS have valid CRCs on file. The Principal and BC teachers provide coverage when a teacher is away ill. If necessary, Chinese teachers also provide coverage.

The Inspector completed a review of teacher files; all files contain the necessary employee information (contract, consent form, evaluation, contact information and work permit and/or visa). The terms and conditions of employment are clearly outlined in the teacher and principal contracts. The Principal was evaluated last year by the previous OSR and is still awaiting a copy of the written report.

Professional development in 2021/22 centered on English language learning (ELL) strategies, BC's curriculum (major focus on Curriculum Competencies, Core Competencies, and First Peoples Principle of Learning (FPPL) and assessment. Teachers, including the Principal, also access various online webinars. One day at the start of the year, three to four days over the course of the year, and some afternoons throughout the year are provided for professional development. The focus this year has been on BC's curriculum (including supporting Chinese teachers in their understanding of BC's curriculum) and communication between staff. Chinese staff are fully integrated into the professional development offered to BC teachers.

Commendation:

LOISS is commended for the continuity of BC and Chinese staff as the School has navigated the pandemic.

LOISS is further commended for the collaboration and commitment of the BC and Chinese staff in working together to support the best interest of the students.

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:

Through a review of teacher planning documents, and interviews with staff and students, the Inspector confirms the School is fully implementing BC's curriculum.



The staff indicated that the greatest challenge to implementing the curriculum has been pandemic restrictions; the teaching of social studies due to some topics as being deemed sensitive material by the local provincial government; and access to some resources (particularly First Peoples Principles of Learning (FPPL)). Supports still needed for ongoing implementation of BC's curriculum are professional development, remote learning strategies, and accessing more online resources. Teachers support each other in these areas.

Commendation:

The Chinese teachers are commended for their level of understanding of BC's curriculum, including how they incorporate FPPL into their subject areas.

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 Inspector confirms that the Principal directly manages the student admissions process. Students complete an English language assessment prior to admission. This assessment addresses listening, reading, writing and speaking. LOISS is a small school, so staff know the students well.

English language assessment and acquisition is ongoing. In all grades, a formal baseline assessment is conducted at the start of each year and again in April. Information from these assessments informs individual instruction for the students. Ongoing assessments occur weekly, and BC Provincial Literacy Assessments are offered twice a year. Students also organize, host, and present at student assemblies. All students take two English blocks each year (BC for credit and English language learning (ELL) not for credit). LOISS continues to use language labs to increase students' reading comprehension and oral language. A grammar workbook is used in the ELL classes and the School utilizes the BC ELL planning tool.

Last year when teachers were teaching remotely, Chinese teachers supported BC teachers by being present in the classroom with the students.

Support for teachers on how to adjust pedagogy to enhance instruction for ELL students is ongoing through professional development, cross-curricular discussions, staff meetings, and one-on-one conversations.



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:

The Inspector confirms that LOISS meets the course credit requirements as outlined in section 2.21 of the Annual Report. The School does not offer any Board/Authority Approved (BAA) courses nor have any students been granted credits through challenge. An equivalency policy is in place at LOISS. For all students who take courses through the BC Online Learning service provider, LOISS completes an equivalency review (review of content, course overview and assessments), awards grades, and documentation is placed in the student's file after the student has completed the online course. As previously noted, the reviewed course overview was placed in students' files during the inspection; the assessment and awarded grade were already in the files. Based on students' grade 7, 8, and 9 junior school transcripts and in accordance with guidelines published the British Columbia Offshore School Program Operating Manual, LOISS students receive equivalency credits for Mandarin in grades 10-12.

Physical and health education, art, and music are offered as exempted courses and letters granting permission for the exemptions are on file. Course overviews (in English) were available for all exempted courses. As previously noted, the Chinese teachers are aware of the pedagogy and requirements of BC's curriculum and are able to speak to an understanding of the Core Competencies and First Peoples Principles of Learning.

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:

The Inspector interviewed all teachers and inspected planning documents to verify that the School meets the Ministry learning outcomes/learning standards identified in the educational program guides for each course. Teachers at LOISS are provided planning templates that they may use and adapt to suit their teaching styles and students needs.

There is evidence of planning documents for all grades and subjects. Yearly plans generally include Big Ideas, Curricular Competencies, unit headings, content, teaching strategies, and assessment. Some teachers include First Peoples Principles of Learning (FPPL) in their year plans. Unit plans include underlying concepts and vocabulary, learning targets, Core



Competencies, inquiry questions, content, assessment and resources. Lesson plans include lesson title, description, targets, content, hook, lesson, and assessment strategies. Teachers were able to articulate how they are implementing FPPL, and they are encouraged to further document this in their planning documents.

Commendation:

The Inspector commends the teachers for developing a clear three-tiered approach to planning (year at a glance, unit plan, and lesson plans) in each subject area.

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:

The Inspector verifies that the School exceeds the required instructional time allotment. There are 180 instructional days in 2022/23 with six instructional hours per day for a total of 1,080 instructional hours per year.

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:

In interviewing teachers and in reviewing planning materials, the Inspector confirms evidence of both formative and summative assessment methods. The teachers employ a variety of assessment strategies, such as: discussions, research, self-assessment, videos, role play, peer assessments, interviews, presentations, case studies, debates, worksheets, reflections, participation, games, homework checks, quizzes, tests, projects, and oral and written reports. Teachers align assessment with Ministry course content and standards. Assessment gathered is used to support students in attaining their individual goals. During professional development days, teachers discuss various assessment strategies. In addition, the Principal observes classes and provides feedback to teachers on an ongoing basis.

Consistent evaluation practices are supported by teachers working in groups to cross-grade in writing. Schoology is also used to create documents that teachers can access; this also helps create consistency between teachers.



The Principal is responsible for the security of provincial assessments. Passwords show on a secure webpage one day before the exam and the Principal arranges two teachers to be in the room as invigilators. During the test, students cannot bring along any electronic equipment and side-by-side computers are separated by cardboard dividers. If students need to go to washroom during the exam, they are escorted by one invigilator. After the exam, invigilators check that students have successfully submitted their exam.

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 Library/Learning Commons is staffed by a Chinese staff member who is there to assist students. Students choose books at their level and there are several computers in the library that students can access. Each year, LOISS purchases additional print resources based on requests from teachers. The budget for the library and other print resources is determined by the Owner/Operator.

Two computer labs are available to students and staff. Students are also allowed to bring their own devices. Once both the student and their parents have signed a computer contract, various apps are downloaded onto the student's computer. The Director of Technology is available to students and staff to support them as needed. The Principal and teachers discuss with students responsible usage of technology and digital citizenship. The School's internet bandwidth is currently 500 Mbps and is deemed sufficient for the teachers' and the School's needs.

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 Inspector reviewed report cards from the previous year and the draft report card template for this year. The template was updated during the inspection to include the School's address and phone number. The updated report card meets the BC program requirements. LOISS provides three formal and two interim reports to students and their parents. Two parent/teacher interviews are scheduled each year. Based on need, a third interview may be scheduled for some students.



Parents can request individual parent meetings any time with the Principal and/or teachers to discuss their child's progress; these meetings are conducted through translation by the Chinese teachers. Teachers and parents also communicate through the student agenda. Throughout the year, the Chinese teachers are in direct communication with parents through WeChat and phone calls.

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 Inspector confirms that the student/parent handbook is current for the 2022/23 school year. The 159-page handbook includes such topics as guiding virtues, code of conduct, bullying and harassment, communication, expectations, library, technology, night study, printing, dress code, curriculum, policies, assessments, discipline, admissions, calendar, planners, extra-curricular activities. The policies for appeals and dispute resolution (re: admissions and grades) are included in the handbook. The School recently updated the appeals policy to include appeals in case of a decision regarding a student's behaviour that may lead to a suspension or expulsion. This update will be included in the next printing of both the student/parent and the staff handbooks.

The handbook is written in both English and Chinese and given to the students at the beginning of the year. Parents are also given a copy when their student enrolls at LOISS.

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 Inspector reviewed the LOISS 2022/23 staff handbook. Much information in the student/parent handbook is replicated in the staff handbook. The handbook includes additional information, such as: living in China, contracts, confidentiality, orientation, work environment, resources, evaluations, dispute resolutions, fieldtrips, accommodations, the Province of BC disclaimer, and appendices.

Of note, the principal evaluation policy provided for the inspection and the evaluation policies in the staff handbook differ in timeline and who completes the evaluation. According to the Agreement, the Offshore School Representative (OSR) is to conduct the principal



evaluation. The School is encouraged to review the principal evaluation policy for these differences.

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.

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
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Comment:

The Inspector confirms that LOISS meets the Online Learning requirements. Three students are taking two online courses through the approved BC Online Learning service provider. If students cannot access a course at the School, then they may register to take the course online. The students are supported by a BC or Chinese teacher as needed.

As previously mentioned in section 2.09, equivalency documents for online course credits through the approved Online Learning service provider were missing from student files. All missing elements were added to the students' files during the inspection.

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.

<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
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Comment:

This section is not applicable as all BC teachers are living in China at this time.

Due to recent lockdowns in Lanzhou, students have been required to go home, therefore, teachers are instructing students online until such time that the restrictions are lifted.



CONCLUSION

Commendations

The Inspector wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Lanzhou Oriental International Secondary School for:

- the Chinese Principal's vision and goals for the future direction of LOISS.
- hiring English-speaking Chinese staff who are instrumental in supporting and adding to the English language acquisition of the students.
- the continuity of BC and Chinese staff as the School has navigated the pandemic.
- the collaboration and commitment of the BC and Chinese staff in working together to support the best interest of the students.
- their level of understanding of BC's curriculum, including how to incorporate First Peoples Principles of Learning into their subject areas.
- developing a clear three-tiered approach to planning (year at a glance, unit plan, and lesson plans) in each subject area.

Requirements

In order to meet the requirements of the *BC Offshore School Program Certification Agreement*, the Inspector requires that by February 17, 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:

- acquire confirmation of "certified" translations for each government approval document.

SUMMATIVE RECOMMENDATION

The Offshore Inspector recommends to the Executive Director of the Independent Schools and International Education Branch that, contingent on responding to the above requirements to the satisfaction of the Executive Director, the British Columbia education program offered at Lanzhou Oriental International Secondary School be recognized as a British Columbia-certified school.

