

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

at

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOLS - CHENGDU

CHENGDU, SICHUAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 14-15, 2022

### INTRODUCTION

On November 14 and 15, 2022, a virtual certification inspection was completed on Canada British Columbia International Schools - Chengdu (CBCIS-Chengdu) in Chengdu, Sichuan 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 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 Trish Smillie and Henry Contant, who served as Chair for this virtual inspection.

The School's BC program has been in existence since 2012 with a current enrolment of 67 students in grades 10-12. The overall enrolment remains unchanged from the previous year.

The BC program is located on the campus of Shi Shi Middle School No. 4 in Chengdu, a high-profile school in the region because of its current reputation and historical significance. Reportedly, this host school is one of the oldest Chinese public schools in China having been in operation for over 2,000 years, dating back to the Han Dynasty. The BC program is located on the host school's Beihu campus, which has been in operation for 13 years. The entire school, which houses the BC program, enrolls approximately 3,000 students.

During the visit to the School, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), CBCIS Superintendent, BC Principal, BC teachers, the Foreign Director, the Chinese Program Director, other Chinese support staff and a cross section of students in grades 10-12.

The Owner/Operator, Sunny Bai, CEO of Beijing Kezhi Times International Consulting, is responsible for the BC program. This system of BC offshore schools is known as Canada British Columbia International Schools or CBCIS. Sunny Bai owns three other BC offshore schools in China, having recently suspended operation of CBCIS-Langfang.

In addition, the Owner/Operator is responsible for several more international schools associated with other provinces, and Lowell High School, a Group 4 independent school in Vancouver, British Columbia, that operates an International Baccalaureate Diploma Program. Previously, students in all CBCIS schools in China were presented with the opportunity of participating in either short-term camps or longer programs of study at Lowell High School. Once the challenges associated with the COVID-19 pandemic are over and seamless international travel resumes without quarantine measures in place, it is expected this program will again commence.

The BC program's philosophy, objectives and special features haven't changed since the previous inspection and include:

- preparing students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence;
- enabling all students to develop their potential to acquire the knowledge, skills and attitudes necessary for success in their future lives; and
- having the goal of ensuring that each student is prepared to face up to future challenges, and can discover their own potential to lead a successful life.

The Team would like to thank Canada British Columbia International Schools-Chengdu for its cooperation and preparedness for the virtual inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<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>Although suggestions were given, the previous report had no specific requirements.</p> <p>Among the suggestions given in the previous report, the School has been:</p> <ul style="list-style-type: none"> <li>• working on customizing the International School Emergency Response Manual to ensure its relevance to the School.</li> <li>• looking at ways to better implement First Peoples Principles of Learning and plans to have a professional development session for teachers on this topic.</li> <li>• trying to implement a club period into the flex period, which will give the students more opportunity to practice their English ability outside the classroom setting.</li> <li>• reviewing other CBCIS schools' report card comment banks with the intent of updating current comments with feedback from the Chinese teachers.</li> </ul>			



## BUSINESS PLAN 1.0

**The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

As summarized within the Annual Report, the competitive nature of international schools in Chengdu, along with more restrictive recruitment regulations from the Chengdu Bureau of Education, impacts recruitment for the BC program. Although the School does not have a hard limit set for enrolment into the BC program, the Chengdu Education Bureau has now limited enrolment to 30 new students per year.

COVID-19 has also affected enrolment as other countries are perceived as less safe than China, therefore, some parents opted to keep their children in domestic Chinese education options. CBCIS-Chengdu has maintained a constant recruitment effort since 2018, however, with a minimal overall increase in enrolment. In fact, the current enrolments mirrors those of the previous year.

It appears that the BC program continues to build a good reputation within the Chengdu international education market, due to the high rate of graduation and student acceptance into Canadian and international post-secondary institutions. It was reported that new students and parents are increasingly eager to consider the BC program as a strong option for students who wish to study abroad. The School promotes the fact that it is the only certified BC offshore school within the Sichuan province.

The School typically begins recruitment work in the fall and continues throughout the year through the production of new promotional materials and attendance at recruitment fairs. BC and Chinese staff work together to improve recruitment by offering BC demo classes, running open house events, and holding recruitment day camps for prospective new students. The School also experimented with a bridging program last semester in which it accepted a few grade 9 students and allowed them to experience one foreign class while still enrolled in the Chinese host school to discern if they would like to join the BC program. The Team was encouraged to hear initial results have been positive with 9 of the 15 students within the bridging program joining the BC program.

**Commendation:**

The School is commended for its continued efforts to market the BC program and encourages the School to build on the initial recruitment successes of the 'bridging program'.



## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the Agreement.</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 continues to meet the requirements set forth in the Agreement. The Team appreciated the opportunity to have a brief discussion with the Owner/Operator as part of the inspection process.</p> <p>The Owner/Operator owns a system of four BC Offshore schools in China, under the Canada British Columbia International Schools (CBCIS) brand, and an independent (Group 4) school in Vancouver, British Columbia.</p> <p>The Owner/Operator employs a British Columbia based superintendent that is responsible for supporting CBCIS system schools and teachers with curriculum implementation, professional development and program administration. CBCIS-Chengdu benefits from being part of a larger BC offshore school system able to provide such support for their schools and BC principals.</p> <p>The Owner/Operator is well represented at the School by both the system's Superintendent and the Offshore School Representative (OSR). The BC Principal, BC program teachers and Chinese support staff all spoke of the strong support they received from the staff of the parent company, Beijing Kezhi Times International Consulting Company Ltd. (Kezhi).</p>		

  

<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed the documentation provided for the virtual inspection that confirmed appropriate government approval to operate the BC program, including the following:</p> <ul style="list-style-type: none"> <li>• approval letter dated May 5, 2014, from the Education Bureau of Chengdu City to operate a BC program within the host school.</li> <li>• business license to operate, that is valid until 2030.</li> </ul>		



- letter of approval from Chengdu Shishi High School, authorized by the Chengdu Bureau of Education, to continue operation of the BC program. This letter of approval is dated May 24, 2018 and remains valid until December 2023.

The Team encourages the School to seek an updated letter of approval before the current one expires.

**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:**

Recognizing the limitations of a virtual inspection, the Team was limited in its assessment of whether or not the current facilities are deemed suitable to support the BC program. However, by reviewing the documentation provided, reviewing available pictures and video of the facilities on the school's website, and in discussions with BC program teachers and students, the Team confirms that the facilities are suitable for offering the BC program. Certified copies of building, fire and cafeteria compliance documents were made available to the Team.

The School is located on the third floor of a building that also contains computer labs, science labs and a student counselling office. The Foreign Director's office, and a smaller Advanced Placement (AP) program is also located on this floor. A student lounge on the fourth floor serves as a student gathering area.

The BC program also has access to other facilities on the host school campus, including auditoriums, meeting rooms, a sports field and gymnasium. However, access to the gymnasium is limited for the BC program as it is difficult to book the gymnasium given the many program and athletic event demands of the large host school which receives priority. Other facilities such as the cafeteria and student dormitories are shared with the host school.

The Team confirmed that the School has detailed emergency plans in place, including a manual that identifies scenarios, protocols and appropriate response strategies.

In the event of an unplanned temporary or permanent school closure, students from Chengdu can be reassigned to one of Kezhi's other BC program campuses in China, or to Lowell High School in Vancouver, BC. Unfortunately, the CBCIS system needed to enact this school closure plan with the sudden closing of CBCIS-Langfang in August 2022. This resulted



in some Langfang students transferring to CBCIS-Zibo to continue their BC program studies. In addition, some CBCIS-Langfang teachers also transferred to CBCIS-Zibo.

The School reported participating in all routine emergency drills conducted by the host school and follows a pandemic preparedness and response plan. This, too, needed to be re-enacted again when the School was required to pivot to a remote learning situation for the first two weeks of this current school year due to the COVID-19 pandemic.

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

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Offshore School Representative (OSR) is an experienced educator and administrator having worked for 12 years in the BC Offshore School Program in China early in his professional career. He has also worked in the International Student Department at a British Columbia university for a number of years prior to becoming an OSR. He was appointed OSR of CBCIS-Chengdu in 2015.

The Team was able to meet with the OSR prior to the inspection, and he was also available during the inspection process. Although not having been on-site at the School since before the global pandemic, the OSR stays in regular contact with the School, the BC Principal, the Superintendent, and the Owner/Operator and appears to have a solid and realistic understanding of the current situation at the School. He accurately described the staffing dynamics and administrative operation within the School.

In short, the OSR maintains a strong network among the other BC program OSR's, the Ministry of Education and Child Care, and other school principals and teachers within the BC offshore school community and leverages these relationships appropriately to further support CBCIS-Chengdu. He, too, is looking forward to travel restrictions being lifted so that he can once again be on-site visiting all the BC offshore schools he is supporting.

The OSR is aware of the legal obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operation.



**Commendation:**

Albeit limited because of the travel restrictions due to the global pandemic, the OSR is commended for his continued efforts to support the School remotely through the recruitment of teachers for the BC program, his support for the school Principal and his interactions with the CBCIS Superintendent.

**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 is an experienced educator serving in his second year as principal of the School. Prior to coming to CBCIS-Chengdu, he served as vice-principal in another CBCIS school, named CBCIS-Hefei. He has five years of experience working in offshore schools and has additional years of teaching experience and over ten years of experience in supervisory/management positions in his country of origin, South Africa.

The BC Principal has built a cohesive learning community among the BC program teachers and built strong relationships with key leaders within the Chinese host school.

**Commendation:**

The BC Principal is commended for the supportive and collaborative way he has built a cohesive learning community among the BC program teachers and built strong relationships with key leaders within the Chinese host 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 BC Principal, BC Vice-Principal, the Chinese Vice-Principal of Shishi, the Chinese Assistant International Department Director, and the Program Manager all help in supporting the operation of the School.

Chinese support staff under the Program Manager consist of the Academic Guidance Counsellor who focuses on assisting students with university selections and applications; one Chinese tutor; the Head of Marketing and two marketing assistants who promote school



events and develop support materials for student recruitment; and the Administrative Assistant who assists the BC Principal and BC staff with daily needs within the School, as well as teacher housing issues and various visa applications.

The newly appointed Vice-Principal is eager to assist, learn and lead certain staff professional development activities. The Vice-Principal assists the Principal with a number of administrative duties, serves as a very good sounding board for the Principal, and provides another voice of reason when dealing with complex issues.

CBCIS-Chengdu also contracts a BC Superintendent to direct and support the administration teams in each CBCIS location.

**Commendation:**

The School is commended for appointing a vice-principal who is part of an overall leadership development succession strategy within the CBCIS school system.

**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:**

Given the limitations of a virtual inspection, the Team reviewed a sampling of student records and confirmed files contained all required elements including each student's Permanent Student Record (PSR), BC program registration form, English language entrance assessment results, previous year report cards, and student and parent consent forms.

Student and parent consent forms are updated annually. The School made a commitment to use the recently updated consent forms, reflecting the updated name of the Ministry of Education and Child Care in the 2023/24 school year.

**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:**

Two BC program teachers currently do not meet the teacher certification requirements of the Ministry of Education and Child Care.





One teacher has a current Letter of Exemption (LOE) from the Ministry of Education and Child Care approving an exemption until January 17, 2023. The Team discussed with the Principal and the Offshore School Representative (OSR) how the applicant is being supported to complete their application and how the School is ensuring the applicant will complete all application requirements within the five month exemption period. It appears that all requirements have now been met and the School is confident that the teacher will obtain their BC certification prior to the January 17, 2023 deadline.

The other uncertified teacher has been unable to obtain a Letter of Exemption (LOE). The Team discussed the situation at length with the BC Principal and the OSR. The School is fully aware that the teacher must obtain a BC certificate or LOE from the Ministry immediately and inform the Director, International Education, of the unauthorized teacher in the BC program. Therefore, the School is taking active steps to terminate the uncertified teacher if the issues cannot be resolved within the next few weeks. To date, a BC certified teacher is present in class whenever the uncertified teacher is teaching to monitor progress and assist with the planning and assessment of the course being taught.

**Requirement:**

The uncertified teacher must obtain a BC teaching certificate or an LOE from the Ministry of Education and Child Care immediately. The Owner/Operator must advise the Director, International Education of an interim alternative solution that addresses this requirement.

**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:**

The Team confirmed that the School has fully implemented BC's curriculum. Unit planning documents examined demonstrated Big Ideas, Curricular Competencies, learning intentions, Core Competencies, and the First Peoples Principles of Learning. The School has committed to ongoing professional development in this area. Detailed descriptions of teaching methodology and assessment strategies demonstrate adherence to the curriculum.

The School has indicated challenges with accessing resources specifically aligned to the BC's curriculum and with limited Internet access. Expansion of these areas will allow the School to provide a greater breadth of curricular implementation.



**Commendation:**

The Team commends the teachers for their detailed unit and lesson plans. There is evidence that the School uses the First Peoples Principles of Learning (FPPL) in further understanding BC's curriculum.

**2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

In accordance with Schedule B of the Agreement, the Principal manages the admission process and makes the final decision with regards to admission.

The School conducts an initial assessment of students' English language proficiency and uses a variety of classroom-based assessments to monitor students' language acquisition. English teachers complete reading and writing formative assessments at the start of the semester and throughout the school year to track English reading and writing levels. Students with language acquisition challenges are given support blocks by both the BC and Chinese staff, allowing students to work in small groups. Students that experience ongoing difficulties are monitored by the Principal and the Principal contacts parents each week. Staff collaborate regularly to monitor each student's progress.

The School supports students to continue to develop their language proficiency. The School uses an English ticket system to encourage the use of English speaking in all BC classes. As outlined in the student and parent handbook, the ticket system helps students to take responsibility for their learning. Students that do not regularly use English must attend a lunch support period for further language development. The School is expanding English learning offerings into informal conversations through the introduction of clubs and activities.

BC teachers are available during lunch hours and breaks each week to help students with their work or to practice their language skills. The BC and Chinese staff have also arranged for additional English language support blocks for students with significant language challenges. These support blocks serve to allow these students more direct, small-group instruction and a comfortable space for them to practice their oral language 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 for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

Comment:

The Team confirms that the School meets the course credit requirements (equivalency, challenge, exemptions, and Board/Authority Authorized (BAA) courses) as outlined in section 2.21 of the Annual Report. English Language Learner (ELL) – Canadian Studies 10 is offered as a BAA course to all grade 10 students.

Exempted courses offered by locally certified teachers include: Physical Health Education (PHE) 10, Visual Arts 11, and Mandarin 10, 11, and 12. A letter granting permission for the exemptions is on file. The curricular and planning documents align with BC's curriculum. The health components of PHE 10 are included in the Career Life Education class taught by a BC certified teacher.

**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 Team examined planning documents for the courses offered and confirm that they meet the requirements established by the Ministry. Courses have an overview, unit plans, and daily lesson plans outlining content, teaching strategies, and assessment methods that are linked to the BC learning standards.



**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 Team confirms that the School exceeds the required instructional time of 850 hours. There are 189 days in session with five hours each day totalling 945 hours.

The School operates on a semester system.

**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:

Examination of course outlines, and unit and lesson plans show evidence that the teachers use a wide variety of teaching strategies and assessments. Detailed descriptions of the teaching strategies and assessments are included in all documents.

The teacher handbook provides information on how to ensure recorded assessment data is reliable and valid. Teachers collect and record assessment data on a weekly basis. Staff are expected to constantly monitor each lesson and use daily assessment to ensure students have achieved the desired learning intentions before moving on.

Teacher assessment practices are monitored through Canvas, an online gradebook software, for each BC class. Administrators monitor assessment practices and identify potential discrepancies and follow-up as necessary.

The School has developed an English language benchmark assessment for grade 12 students and is in the process of developing a grade 11 benchmark assessment. This assists staff to work collaboratively and provide consistent support for language acquisition teaching in all content areas.

Provincial Literacy and Numeracy assessments are electronically administered. Instructions and passwords are retained and secured by the Principal until the exam date. Electronic



assessments are not opened until the time the exams are to be written. The assessments are administered in a controlled environment and are monitored by BC teachers. All locally written assessments are monitored by teachers to ensure exams rules are followed.

**Commendation:**

The Team commends staff in their collaborative approach to language acquisition assessment.

**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:**

Students and staff have access to 50 computers in the host school computer lab and 40 computer workstations in the Learning Center, a smart board, and a small stand-alone library with print resources of approximately 200 books and literacy magazines for independent and guided learning. There is a large library of printed resources and textbooks available. The teachers also have access to a printer in their office and the use of the host school's printing room to print resources to support student learning.

Smartboards with internet access are installed in every classroom. The School has set up Wi-Fi which students can access in the school Learning Centre as well as two additional classrooms. The School uses Canvas as a standardized online gradebook system.

Although the agreement between the host school and the BC offshore school program makes provision for use of science laboratories, in reality the School finds it challenging to access the science labs.



**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:**

Formal student progress reports are issued four times a year (mid-November, late-January, mid-April, and at the end of June). Parent meetings are held at each reporting period to provide parents with any important information about student assessment. Students receive translated I-plan reports one month prior to reporting periods to inform parents of academic concerns. Parent meetings are organized several times a year at reporting periods to provide parents with any updated information regarding the implementation of BC's curriculum and graduation assessments.

The School uses Canvas as a standard gradebook system. All students have accounts to access their marks and any teacher-posted resources online. An example of a student progress report was provided. The comments have been translated into Chinese. The Team noted that additional information on student progress would be helpful. The Team suggests that the School include comments that provide strategies for improvement.

**Commendation:**

The Team commends the School for the extensive communication to parents about student progress.

**2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team reviewed the School's updated 2022/23 parent/student handbook. A Chinese translation of the handbook follows the English version, section by section for easy reference in both languages.

The handbook contains appropriate information for students and their parents on such topics as the mission and philosophy of CBCIS-Chengdu, introduction of school staff, the curricular programs for the BC program grades 10-12 including graduation requirements, extra-curricular opportunities for students, the School's schedule/timetable, student conduct, parental appeals, admission requirements, emergency procedures and school policies that directly impact students and their parents.



In short, the bilingual CBCIS-Chengdu parent/student handbook is relevant, informative and helpful for parents and students alike.

The Team verified that the parent/student handbook meets the requirements as outlined in section 2.26 of the Annual Report.

**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:

After a year of many BC Program teachers teaching remotely, the current teacher handbook has taken on new meaning and relevance.

The Team reviewed the School's updated 2022/23 teacher handbook. The extensive handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the BC Offshore School Program in China.

The teacher handbook is prepared centrally by the CBCIS system and contains content related to professional matters, school organization, assessment and evaluation, and school policies and procedures. It contains details of the system's teacher evaluation procedures as well as staff resolution policy and procedures.

The Team confirmed that the teacher handbook is comprehensive and meets the requirements as outlined in section 2.27 of 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 for offshore schools.**

☐ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met      ☒ Not Applicable

Comment:

The School is not currently offering Online Learning.



**2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in section 2.29 of the Annual Report for offshore schools.**

<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 Team confirms that the School has met requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy. The School offers Calculus 12, Anatomy and Physiology 12, and Economics 12 as Remote Instruction courses.

Teacher support for Remote Instruction is provided to students during the BC school day. Staff have had professional development on Canvas software to support learners.

The Team confirms the following with regards to offering Remote Instruction:

- the appropriate approval is on file in the form of the BC Offshore School Program Remote Instruction Course Planning Form
- courses are taught by a teacher holding a valid BC teaching certificate or are teachers certified by a Canadian province holding temporary authorization from the Director of International Education (i.e., LOE holders).
- teachers are employed by the School's Owner/Operator company and are using the equipment, facilities, and resources of that company, or their own.
- Teachers are instructing one class of students from one school during a class block of the school's timetable.
- an English-speaking teacher's assistant is in the classroom to support students during the remotely instructed course.
- The School is providing Remote Instruction related professional development.
- Students enrolled at the School and taking a remotely instructed course are onsite unless local authorities have implemented restrictions preventing students from attending in-person.
- The School is offering a maximum of eight credits of courses in grade 10 and 16 credits of courses in grade 11 and 12 each school year of remotely instructed courses.
- A student is on track to earn a maximum of 24 course credits between grades 10 and 12 of remotely instructed courses.





## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Canada British Columbia International School – Chengdu for:**

- the preparedness and active engagement of the Principal, administration and teachers during the inspection.
- the excellent work and adaptability shown by the BC Principal and BC program teachers, supported by the CBCIS Offshore School Representative (OSR) and the Superintendent, as they continued to operate the School through the ongoing challenges of the global COVID-19 pandemic.
- the supportive and collaborative way the BC Principal has built a cohesive learning community among the BC Program teachers and key leaders within the Chinese host school.
- the appointment of a vice-principal who is part of an overall leadership development succession strategy within the CBCIS school system.
- the School's continued efforts to market the BC program and the initial recruitment successes of the grade 9 'bridging program'.
- the diligent and intentional focus in supporting English language learning (ELL) for all students.
- the excellent support of the Chinese teacher assistants and Chinese support staff in implementing the BC program.
- the School's effort to maintain regular communication with parents and students through Chinese head teachers who act as translators for the BC staff and through parent QQ groups, WeChat, and translated documents.

### Requirements

**In order to meet the requirements of the *BC Offshore School Program Certification Agreement*, the Team requires that by February 23, 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 item:**

The School must ensure that only teachers authorized by the BC Ministry of Education and Child Care with a valid BC teaching certificate, or a current Letter of Exemption (LOE), are responsible for the planning, delivery, assessment and reporting of the educational program at the School. Therefore, the uncertified teacher must obtain a BC teaching certificate or an LOE from the



Ministry of Education and Child Care immediately. The Owner/Operator must advise the Director, International Education of an interim alternative solution that addresses this requirement.

### **SUMMATIVE RECOMMENDATION**

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

