

Certification Inspection Report

BRITISH COLUMBIA PROGRAM.

at

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOLS - ZIBO

ZIBO, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

DECEMBER 9-10, 2019

INTRODUCTION

On December 9 -10, 2019, a virtual certification inspection was completed on Canada British Columbia International School Zibo (CBCIS-Z) in Zibo, Shandong Province, People's Republic of China. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection Team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Doug Lauson (Chair) and Wendy Hyer.

The School's BC program has an enrolment of 110 students in Grades 10, 11 and 12 (December 8, 2019). The School is located on the 4th and 5th floors of the International Building on the campus of Zibo No. 11 Middle School. This host school has been operating for 63 years, enrolling more than 3,600 students. It is renowned for its excellent sports program.

During their virtual visit with the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual* and met via video conference with the school's Offshore School Representative (OSR), BC Principal, BC teachers and support staff. The Chair also met with the OSR in person prior to the virtual inspection.

The Owner/Operator, Mr. Sunny Bai, was not able to be present for the virtual inspection. Mr. Bai's company, Beijing Kezhi Times International Consulting Co. Ltd. (KEZHI), owns and operates the School. KEZHI operates five other BC offshore schools in the People's Republic of China:

- Canada British Columbia International Schools¹ – Changchun

¹ Rebranding of the KEZHI schools took place in July 2020 including a name change to "Canada BC International Schools – name of school".



- Canada British Columbia International Schools – Chengdu
- Canada British Columbia International Schools – Hefei
- Canada British Columbia International Schools – Kunming
- Canada British Columbia International Schools – Langfang

Mr. Sunny Bai is responsible for the BC programs at the six KEZHI schools, all of which are in partnership with a local Chinese national public school. This partnership allows the BC program access to the host school’s facilities, amenities and sports fields. The BC program is appreciated by the host school because it offers young Chinese nationals the opportunity to thrive academically while developing their creative and problem-solving skills.

Mr. Bai also operates Lowell High School in Vancouver, BC, an independent high school that also teaches the BC graduation program. Students from CBCIS-Z are able to take a semester or year of study at Lowell High School for the experience of studying in a foreign country. Lowell High School also offers winter camps enabling CBCIS-Z students’ exposure to the Canadian culture, as well as summer camps for credit studies.

The BC program’s philosophy, objectives and special features included revising their Mission Statement to state: *“We are dedicated to preparing the 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 promote excellence”*.

The Team would like to thank Canada British Columbia International Schools – Zibo for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.

Requirement Met Requirement Not Met Not Applicable

Comment:

The previous report was conducted in November 2018. It did not contain any requirements, however there were suggestions for the School to develop common templates for curricular planning and assessment. Examination of the curricular planning documents for this inspection indicates that the School has achieved the objective of creating consistency of planning throughout the staff. Each course has two planning documents: (a) annual plan and (b) course outline.

In addition, the report challenged the staff to continue improving their understanding and practice of the redesigned curriculum and developing self-assessment instruments to assess core competencies. Examination of submitted documents indicates that the staff is progressing well in this area with the creation of self-assessment rubrics that will be used by the students



biannually when they complete the tools/instruments.

Commendation:

The Principal and staff are to be commended for the adoption of the suggestions of the previous report and for the way they have focused their professional development to achieve the goals set before them, particularly in the areas of planning and assessment.

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 Not Met

Comment:

The School submitted a comprehensive business plan that describes the demographics of the School, minor changes in the program, staffing levels, goals for the upcoming year, recruitment of both students & teachers and challenges the School has experienced.

Notably, communication with parents has been enhanced through the use of WeChat social media and parent committees, in addition to the student and parent handbook. The use of *Schoology* software also enhances parent communication.

The Province of Shandong places an entry maximum limit of two Grades 10 classes on all international schools operating in the Province. The students entering CBCIS-Z are chosen based on their grades achieved in the National Chinese Grade 9 exams and the School's English entrance examination. As with most international schools, English language acquisition is a challenge. In its business plan the School described its marketing efforts to establish its reputation as a respected and trusted institution that prepares students for post secondary education in BC.

Commendation:

The School is commended on submitting a detailed business plan that has been well thought out and stated.



INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

The Owner/Operator has been operating schools that offer the BC program for many years. His company, Beijing Kezhi Times Consulting Company Limited, meets the qualification criteria as described in section 5.00 of the Agreement. It also meets the representations, warranties and obligations described in Section 7.00 of the Agreement. Furthermore, the Owner/Operator fulfils the roles and responsibilities described in section 5 of *the British Columbia Global Education Program Operating Manual for Offshore Schools*.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.

Requirement Met Requirement Not Met

Comment:

The Team examined a document on file from the Shandong Zibo Bureau of Education (December 4, 2017) that expressly states that it approves and has no objection for Beijing Kezhi Times Consulting Company Ltd. to operate the School housed within No. 11 Middle School of Zibo, delivering the BC education program to students in Grades 10 to 12 and hiring teachers with a Certificate of Qualification from British Columbia.

2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

Requirement Met Requirement Not Met

Comment:

The School has on file a seismic safety inspection report from the Zibo Building Evaluation Authority (October 19, 2009) and a report from the Zhangdian District Authority on security screening (date illegible). The licence to operate the cafeteria expires January 30, 2021 and the last fire inspection was September 18, 2019.

The Team examined the School's contingency plan that was developed in the event of an unexpected temporary or permanent closure of the School due to a natural disaster or sudden policy change. The plan provides four alternatives for students to continue their studies: (a) relocation to a close by short-term facility (b) transfer to another KEZHI BC offshore School (c)



transfer to Lowell High School in Vancouver, BC and (d) distributed learning courses through Global Ed at SD 73 in BC. The plan also provides contingency options for the BC certified teachers that includes relocating them along with the students in options (a), (b) and (c). If option (d) is elected, the School and OSR will assist them in finding suitable employment for them in China and other countries. This contingency plan has been vetted and approved by the OSR.

The School has an excellent International School Emergency Response Manual to address school incidents and emergencies. It has an appropriate contact list of the school leaders, emergency phone-tree and the responsibilities of the members of the School Emergency Response Team. The manual describes almost every emergency that could happen in a school including minor injuries, bomb threats, external threats, missing children and deaths of members of the school community.

Commendation:

The School is to be commended for developing the excellent International School Emergency Response Manual that describes in detail responsibilities, protocols and procedures to be followed in a variety of emergency situations.

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

Requirement Met Requirement Not Met

Comment:

The Owner/Operator has appointed and experienced Offshore School Representative (OSR) to support five KEZHI schools by being the liaison between the Owner/Operator and the Ministry of Education. Another OSR is appointed for the sixth KEZHI school. The Team examined the OSR's job description and confirms that he has the right to legally represent the Owner/Operator dealings with the Ministry. The job description outlines the responsibility of the OSR to the Owner/Operator and to the five schools and their teachers. These responsibilities are in conformity with section 14 of the Agreement.

Last year, the OSR supported only four schools, while another OSR supported the fifth and sixth schools. As of this year, the OSR assists the Owner/Operator in administering five of the six Canada British Columbia International Schools. The OSR is experienced with the BC program having been directly involved in it for several years as a teacher and administrator.

The OSR is assisted by superintendent of the KEZHI schools. They each have their own role and responsibilities and together they collaboratively support the five principals and teachers.



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

Commendation:

The OSR and Superintendent are commended for the level of service they provide to the Owner/Operator and to the five schools operated by the Beijing Kezhi Times Consulting Co. Ltd. that are assigned to them.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Principal is a seasoned offshore educator experienced in the BC program and Manitoba curriculum since 1999. He has worked in several BC offshore schools as a humanities teacher, vice-principal and principal. He is a graduate of the University of Victoria, holds a valid Certificate of Qualification from the Teacher Certification Branch and is in his fourth year as principal of the School. Currently, the principal teaches part time but still has enough administrative time to complete his duties as principal.

The Team examined the job description and contract of the Principal, which confirms that his duties are in conformity with the *BC Global Education Program Operating Manual* and Schedule A of the Canada British Columbia International Schools Services Agreement. In summary the principal is responsible for administrating, supervising and overseeing the BC program. This includes the development of course overviews, evaluation and professional development of teachers, establishing a solid program of learning and ensuring that the School meets the requirements of the Ministry of Education.

The Principal is assisted in his duties by a vice-principal who is responsible for mentoring teachers in the implementation of the new curriculum, dealing with student entrance exam assessment, meeting with parents and other assigned duties. The vice-principal is directly responsible for the Windsor/TESS student information system, organization of learning resources, the School's website and working with the academic advising team. She also oversees the extracurricular activities.

Commendation:

The Team commends the Principal on being well prepared for the virtual inspection process and for the leadership demonstrated to the staff of the School in the implementation of the new curriculum. Both the principal and vice-principal are commended for their collaborative working relationship in leading the School.



2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Principal is supported by five Chinese national administrative assistants, one of which can be considered to be his executive secretary. The other four are assigned various duties in the School's operations in the recruiting, admissions, financial and facilities offices. Being a boarding school, the host school provides Chinese national staff to supervise the students in their dormitories. The BC school has no responsibility in student housing.

In addition to the administrative support staff, the School contracts an external academic advisor to meet with students and assist them with their post secondary applications to universities.

Commendation:

The School is commended for going to the extra expense of contracting an external academic advisor to ensure that graduates are afforded the best opportunities to apply for and attend the universities of their choosing.

2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined submitted samples of student files from each of the three Grades and verifies that each file contains the required elements stated on Section 2.08 of the Annual Report and section 13.04 of the Agreement.

The student and parent consent forms (2018 version) have been updated based on the Ministry guidelines for the 2019/20 school year.

2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School employs six teachers to teach the BC graduation program. The Team examined the Verification Response File issued by the Teacher Certification Branch (TCB) and confirms that



two teachers have current and valid Certificates of Qualification. Four are teaching on valid Letters of Exemption and all four are in process at the TCB, with “L “file numbers, e.g., L123456. Two are in process for full COQs and two are in process for subject restricted certificates.

The Principal provides support to the teachers on Letters of Exemption by (a) meeting with them at the beginning of the school year (b) providing Pro-D on the new curriculum (c) reviewing their planning and assessment documents (d) classroom visits (e) having the vice-principal meet with them daily (f) involving them in cross-curricular activities.

The School employs locally certified teachers to teach the exempted courses of Mandarin language 10-12, Arts Education 10-12 and Physical and Health Education 10-12. The School does not offer all exempted courses every semester and all local Chinese national teachers who work with BC students have undergone Chinese criminal record checks.

The Team confidentially examined a sample teacher file and confirms that it contains the six elements required by section 2.13 of the Annual Report, including evaluations.

The Team examined the Independent Personal Services Agreement (teacher contract) that teachers sign upon employment with KEZHI. The contract covers (a) Scope of Work (b) Time and Effort (c) Warranties and Representations (d) Term of Hiring (e) Payment (f) Benefits (g) Termination (h) and other legal contractual agreements (i) to (q). In summary, the Team confirms that the personal services agreement meets the requirements of section 2.14 of the Annual Report.

Commendation:

The employment contracts are detailed and comprehensive covering all the required areas that ensure fair and transparent employment.

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team reviewed documents and engaged in video online conversations with teachers and administrators, all of which gave evidence of the new curriculum being implemented in Grades 10-12. The Team also observed that the teaching staff seem genuinely enthusiastic about the new curriculum and are committed to its implementation on a day-to-day basis. Teachers in various departments were able to provide examples of project-based learning, some student choice in topics, problem-solving, cross-curricular connections and individual and group work. One example provided is the cross-grade, cross-curricular student-led learning initiative in which students write a proposal for a learning initiative in an area of interest, including



Business, STEM or the Humanities/Arts. At the end of the year, each group of students make an oral presentation about their project to an audience.

Other forms of student learning include note taking, class handouts, student-created video tutorials, class discussion, lab activities and teacher PowerPoint presentations.

The School has developed several documents that give evidence of the integration of the core competencies. Teachers provided examples of how they were using the documents to engage student in self-assessment of the core competencies in meaningful ways. As well, efforts to integrate First Peoples Principles of Learning into course overviews have begun.

The School provides ongoing professional development, which focuses on ELL learners, First Peoples' Principles of Learning, assessment and utilization of the Ministry links and resources to supplement and enhance instructional practice. Specifically, topics included: "Planning – Creating Effective Annual/Unit/Daily Plans Based on the Redesigned Curriculum"; "Inquiry-Based Learning" and the Redesigned Curriculum. The KEZHI schools have initiated a system-wide internal professional development tool, using the Office 365 platform, called "Give One, Get Five", which invites each of the schools to develop a complete lesson plan, unit or other module of the redesigned curriculum. These items are then shared among the schools, creating a common bank of teaching and learning.

Commendation:

The Team commends the staff for the collaboration and commitment in implementing the redesigned curriculum through their collaboration and cross-curricular activities. The KEZHI group of schools is commended for developing and initiating the "Give One, Get Five" program.

2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School administers a comprehensive English language assessment to prospective students that includes aural comprehension, vocabulary, grammar, reading comprehension and writing components. The writing component includes a scoring rubric, allowing the School to compare student results with the ongoing School-Wide Writes. In addition, the language exam also includes an oral language interview, which is conducted by a BC staff member, and as with the writing component, is assessed using a rubric. The Principal oversees the admissions process and determines eligibility into Grade 10.

English language learners in Grade 10 are required to take a BAA ESL 10 course, which also



provides an overview of Social Studies 9. These students also have a non-credit, double tutorial block three times per week with a Chinese English teacher. In addition, students are enrolled in both Spoken Language 10 and 11 to support English language acquisition.

Ongoing assessment of students' English language proficiency includes having all students write a School-Wide Write twice a year, which is based on the instructions and rubric for the Grade 12 provincial English exam.

Teachers indicated that they support English language acquisition in classes, in addition to teaching their curricular content. During the first month of the school year, the School has a professional development workshop on "Teaching English Language Learners" and utilizes the Ministry ELL teaching resources.

Commendation:

The School is commended for implementing a comprehensive and engaging program for supporting English Language acquisition.

2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School currently teaches one BAA course, ESL-Canadian Studies 10. The Team saw evidence that the course was revised to align with the new curriculum framework and it does not overlap in content with other Social Studies courses. This course was recently approved by the Executive Director of Independent Schools and International Education.

The School has approval to deliver exempt courses in Mandarin 10, Mandarin 11, Mandarin 12 and Physical and Health Education 10 by a locally certified teacher. Physical and Health Education is offered as a 2-credit course in both Grade 10 and 11 and is co-delivered by a certified BC instructor who is responsible for teaching parts of the course that are not covered by the Chinese Physical Education curriculum.



2.19(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Not Met

Comment:

The Team reviewed curricular documentation providing evidence that Grade 10-12 course documents meet the requirements of the new curricular framework. Documents include the Big Ideas and unit plans, which outline the curricular competencies, content, teaching strategies, and formative and summative assessment strategies for each unit of study. The curricular competencies are articulated using “I can”, “I will” and “I know” statements, suggesting teachers are well on their way to refining planning documents to clearly reflect the curriculum competencies (Know, Do, Understand) of the new curriculum.

Curricular documents and input from staff indicate that teachers have aligned their pedagogy with the new curriculum. Further, teachers had an opportunity to share a variety of in-depth, thoughtful, creative projects that students had completed. Students were able to show what they know by creating mind-maps, models, posters, comic storyboards, newspapers, class discussion and collages.

Commendation:

The School is commended for the work it has put into transitioning course overviews to the new curricular framework and for the authentic engagement of all teachers in making the new curriculum a reality in their day-to-day teaching.

The School is commended for developing a common template for curricular planning and assessment to support teacher planning in the implementation of the new curriculum.

2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Not Met

Comment:

The School provides five hours of instruction per day over 190 days per year with a total of 950 hours of instruction per school year, which exceeds the Ministry requirement minimum of 850 hours. Both Mandarin 10-12 and portions of the Physical and Health Education 10 are taught outside of the BC timetable.



The school year is divided into two equal semesters. Most courses are 4-credit courses, with the exception of Composition 10, Spoken Language 10, Computer Studies 10 and Drama 10, which are 2-credit courses.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School uses data to analyze trends in student achievement and to set goals and areas of focus for professional development. For example, analysis of School-Wide Writes to assess language acquisition and transition rates to post-secondary institutions are used to monitor the success of their program.

In submitted course documents there was evidence of both formative and summative assessment practices. Course overviews reflect a growing variety of assessment methods, including, but not limited to peer & self reflection, presentations, lab reports, research assignments, projects, quizzes and tests. Rubrics are used to assess language acquisition and the core competencies, and some teachers use rubrics in assessing the curriculum competencies and content. The Team encourages teachers to review the “action word” in the curriculum competencies when planning their assessment strategies, which will assist in their work to enhance the alignment of their assessment tools with the new curriculum.

The School has provided professional development sessions that focus on assessment, such as “Effective Self & Peer Assessment and Formative/Summative Strategies”, “Differentiated Learning & Assessment” and “Numeracy Assessment across Curricula”. In addition, assessment strategies are discussed at staff meetings and individual administrative-teacher conferences.

The Principal oversees the invigilation of all exams in accordance with the security and invigilation procedures for BC provincial assessments.

Commendation:

The School is commended for growing the diversity of assessment methods in alignment with the new BC curriculum.



2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

It was reported that the Library has a varied collection of print resources available to students for study and research. The School also employs a library assistant, allowing the library to be open during both the BC and Chinese instructional day, as well as for evening study.

Teacher input from surveys indicated that while classroom resources, including texts, workbooks and novels are adequate and support the implementation of the redesigned curriculum, access to additional research books would further enhance teaching and learning. The school has ordered several new titles for the library and a number of additional teaching resources and is awaiting their arrival. The School acquires new titles annually.

Through photos and documents provided, the Team noted that the school has two IT labs and each classroom has a SMART Board™ and a computer with Internet access. IT lab #1 was refurbished last year, which enhances the program, but the Internet connectivity is unreliable and slow, impeding student learning. The virtual inspection provided first-hand experience of the narrow bandwidth issues encountered by the teachers and students.

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

Requirement Met Requirement Not Met

Comment:

The School reports to parents six times each school year with two formal reports and one informal report per semester. After the first and third reporting periods, the school holds student-parent-teacher conferences. It was reported that the School intends to report out on student self-assessment of core competencies in the Grade 10 - 12 final reporting period.

“In progress” reports are issued for students who are experiencing difficulty prior to each formal report card. As well, parents may also receive informal interim reports from time to time, as needed. In addition, English-speaking Chinese teachers are assigned to each class and assist in communication with parents throughout the year, as necessary.

The School uses the *Schoology* platform which allows them to monitor their student’s progress on a continual basis. As well, the school holds an annual Open School for parents in November and parents are encouraged to make an appointment with the Principal or teachers as needed to discuss questions or concerns. Approximately once a month, assemblies are held to communicate information, honour student success and celebrate cultural and school activities.



Commendation:

The School is commended for efforts in keeping parents informed about their child's progress.

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

Requirement Met Requirement Not Met

Comment:

The School has a detailed bilingual student and parent handbook consisting of five sections: (a) Mission Statement and Philosophy (b) School Staff (c) School Organization and Procedures (d) Assessment and Evaluation. The School Rules and Code of Conduct are captured in Section 1. The school timetable, courses offered and requirements for graduation and safety policies are captured in section 3. The student/parent appeal procedure is covered in Section 4.

In addition to the student and parent handbook the school has a number of standalone policies to provide students and parents with clear descriptions of expectations, e.g., attendance policy, electronic device policy and dispute resolution policy.

Commendation:

The School is commended for having a detailed student and parent handbook that is clear and easy to follow.

2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The staff handbook is a common document for all KEZHI schools. It consists of six sections: (a) CBC International schools in China (b) Professional Responsibilities (c) School Organization (d) Assessment and Evaluation (e) School Policies and Procedures and (f) Nine Appendices. The 43-page document informs staff members of their roles, responsibilities and accountabilities. It also clearly delineates expectations and procedures to be followed and rights of staff members, e.g., privacy

Commendation:

The School is commended for providing the staff with a comprehensive staff handbook that provides them with the information needed to be a contributing and responsible staff member at the school.



2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School provides students the opportunities to take Anatomy & Physiology 12 (formerly Biology 12) and Calculus 12 Distributed Learning (DL) courses through the Business Company of Kamloops Public School District 73, Global Education (www.globaled.ca).

The 19 students enrolled in these two courses are provided supervision and guidance at CBCIS – Zibo through an assigned teacher who works with them and maintains contact with their DL teacher in BC. In addition to their personal laptops, the school reserves IT Lab #1 for them on a sign-out/booking basis.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, OSR, Superintendent, Principal and staff of Canada British Columbia International Schools – Zibo for:

- being well prepared for the virtual inspection process enabling the Team to complete its responsibilities with efficacy,
- a leadership team of the school that works well in supporting teachers, students and parents,
- excellent system-wide policies and handbooks that develop continuity of practice among the KEZHI schools,
- their advancement in implementing the new curriculum for the graduation program through their collaboration and cross-curricular activities,
- for implementing a comprehensive and engaging program of supporting English language acquisition,
- the development of a Professional Learning Community among the teachers and among the KEZHI schools through the “Give One, Get Five” initiative.



SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at Canada British Columbia International Schools – Zibo continues to be recognized as a British Columbia-certified school.

