INTRODUCTION

On December 11-12, 2019, a virtual certification inspection was completed on Canada British Columbia International Schools – Hefei (CBCIS-H) in Hefei, People’s Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Doug Lauson (Chair) and Wendy Hyer.

The School’s BC program has an enrollment of 223 students, in Grades 10-12. The School is located on the fifth floor of the international building on the large campus of Hefei No. 1 High School, a Chinese state school. The BC program is operated in 11 classrooms, multipurpose room, computer lab, library and several administration and teacher offices. The host school is situated on two campuses separated by a road with a tunnel connecting the campuses. The enrollment of the host school is approximately 6,000 students and they are educated in 10 buildings on both campuses. The East property is the administration campus and the West campus is the educational campus that also houses 15 dormitory buildings.

During its virtual visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met via video conference with the principal of the host school, Offshore School Representative (OSR), BC Principal, BC teachers, support staff and students. The Chair also met with the Offshore School Representative (OSR) in person prior to the virtual inspection.
The Owner/Operator, Mr. Sunny Bai is responsible for the BC program. Unfortunately, Mr. Bai was not present for the School’s 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 Schools – Changchun,
- Canada British Columbia International Schools – Chengdu,
- Canada British Columbia International Schools – Hefei,
- Canada British Columbia International Schools – Kunming,
- Canada British Columbia International Schools – Langfang

All BC programs 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-H 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-H students’ exposure to the Canadian culture, as well as summer camps for credit studies.

The BC program’s philosophy, objectives and special features include a revision of their mission statement and specifically this year to “continue building upon the work that we have already started to inspire students to embrace the Personal Awareness and Responsibility and Social Responsibility competencies.” Academically, the School is transitioning its English program to a thematic unit model in an effort to create a stronger continuity among the different English levels.

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

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The previous report was conducted in November 2018 and did not contain any requirements. However, there were several suggestions that the School did follow-up. These included collaboration with other sister schools, group marking, revision of report card comments, more collaboration with the Chinese homeroom teachers, better use of under-used spaces in the

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1 Rebranding of the KEZHI schools took place in July 2019 including a name change to “Canada BC International Schools – name of school”.
facility and translation of English documents to Mandarin

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<td>The School is commended for being proactive in following up on the suggestions made in the previous report. The submitted video showed the conversion of a large space for multipurpose activities and discussions with the Principal and examination of submitted documents also provided evidence that the suggestions were completed.</td>
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**BUSINESS PLAN 1.0**

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<td>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 strategies for students and teachers and challenges the School has experienced.</td>
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The Province of Anhui places an entry maximum of two Grade 10 classes on all international schools operating in the province. For the last two years, the School achieved its goal of accepting 100% of the allowable students, thus building its enrollment to capacity at Grade 10. Hefei No. 1 High School has a reputation of admitting top academic students, resulting in the BC program acquiring students with a strong academic background. The School’s Numeracy assessment results reflect that fact. Further, last year 100% of the graduates secured admission into Canadian and other western universities. However, 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 well for post secondary education studies.

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<td>The School is commended on submitting a detailed business plan that outlines future growth, recruitment and anticipated challenges.</td>
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### 2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

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**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 5.0 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.

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**Comment:**
The Team examined a document on file from the Hefei Education Bureau (December 20, 2017) that expressly states that it approves and has no objection for Beijing Kezhi Times Consulting Co. Ltd. to operate the School housed within Hefei No. 1 High School, 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.

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**Comment:**
The School has on file a Letter of Building Compliance (August 14, 2018) from the Hefei Municipal Publications that confirms building safety. The stated expiry date is August 14, 2023. It also has a Food Business License (April 4, 2018) from the Food and Drug Administration of Boahe District to operate the cafeteria. The stated expiry date is April 20, 2023.

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 is consistent for all KEZHI schools and 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 an experienced Offshore School Representative (OSR) to support five of the six KEZHI schools by being the liaison between the Owner/Operator and the Ministry of Education. 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 School and teachers. These responsibilities are in conformity with section 14 of the Agreement.

The OSR assists the Owner/Operator in administering five of the six Canada British Columbia International Schools. Last year, he supported only four schools, while another OSR supported the fifth and sixth 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 the superintendent of the CBCIS schools. Together they collaboratively support the principals and teachers of the five schools, each with their own role and responsibilities.
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.

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 graduate of BC universities and is in his third year of administration at the School. He is a veteran educator with 13 years of BC offshore experience. He has been involved in international education outside of British Columbia for 16 years, including 12 in the People’s Republic of China. Of these, he has seven years of administration experience as a vice-principal/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 meets the responsibilities outlined in schedule B Part III of the Agreement.

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 assisted in his duties by a vice-principal who is assigned administrative tasks and helps with maintaining the school culture. Specifically, the vice-principal is involved in the oversight of the Schoology software, development of the student and parent handbook and extra-curricular activities. The Team had a good interview with the vice-principal and discussed with him his role as a full-time teacher with additional responsibilities of an administrator.
There are also additional Chinese national staff who are assigned specific duties, e.g.,
- Chinese office manager supervises the Chinese staff, student recruitment and financial matters,
- Chinese administration assistant who maintains the school records and provides translation services for the Principal when communicating with Chinese staff and parents,
- Hefei No. 1 international director liaises between the host school and the three International programs of the host school including the BC program,
- Hefei No. 1 international director assistant maintains teachers’ visas and other official working documents required in China,
- Hefei guidance counsellors help students and parents in their university choices and applications,
- Hefei Chinese head teachers assist students with their work and act as a liaison between the BC program teaches, parents and dormitory supervisors.

**Commendation:**
The Team interviewed some Chinese staff via video conference and commends the School on integrating the Chinese staff with the BC program staff in the common staff to promote collegiality, good communication and teamwork.

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

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**Comment:**
The Team examined the submitted PDF files that illustrate samples of student files from each of the three grades and it 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.

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**Comment:**
The School employs nine teachers and one teaching assistant. The Team examined the Verification Response File issued by the Teacher Certification Branch and confirms that three
teachers have current and valid Certificates of Qualification. The remaining three teachers each have a Letter of Exemption issued by the Director of Offshore Schools, Ministry of Education. The teaching assistant is in the process of obtaining her Certificate of Qualification.

All the teachers who are teaching on Letters of Exemption are certified teachers in their respective home countries and are awaiting processing by the Teacher Certification Branch and all their documents have been submitted. The Principal provides support to the teachers on Letters of Exemption by (a) providing Pro-D that focuses on the philosophy of the BC new curriculum at the beginning of the school year (b) having regular Wednesday meetings on varied assessment practises (c) daily “walk-throughs” where he visits classes for a few minutes (d) monitoring their Schoology assessment postings to ensure variety and frequency.

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education and all teachers have the appropriate Z visa for work in the Peoples’ Republic of China.

The School employs locally certified teachers to teach the exempted courses of Mandarin 10-12, Arts Education 12 and Physical and Health Education 10. The Team examined the PDF files submitted and confirms that all local Chinese national teachers and support staff who work with BC students have undergone Chinese criminal record checks.

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

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.

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

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**Comment:**
The Team reviewed documents and engaged in conversations with teachers and administrators, all of which gave evidence of the new curriculum being implemented in Grade 10-12. Documents included the Big Ideas, curricular competencies, content and unit sequence.
This Team also observed that the School submitted some course documents that are not in compliance with the new curriculum framework as is explained in section 2.19 (f-g) of this report. It should be noted, however, that this has not stopped teachers from working towards implementation of the new curriculum in their daily lesson planning. Teachers in various departments were able to provide examples of project-based learning, student choice in topics, problem-solving, cross-curricular connections and individual and group work.

Teachers and administration also described the processes being used regarding student self-assessment of the core competencies, which focused on familiarizing students with them and focusing on using “I can ...” statements. Staff input indicated that integrating the First Peoples’ Principles of Learning across the curriculum continues to be a challenge for teachers, but they continue to explore ways to incorporate the principles. For instance, use of the circle for sharing has been incorporated into Computer Studies 10.

The KEZHI schools have initiated a system-wide internal professional development tool called “Give One, Get Five”, using the Office 365 platform. It invites each of the schools to develop a complete lesson plan, unit or other module of the new curriculum. These items are then shared among the schools, creating a common bank of teaching and learning. Teachers at the School have stepped forward to lead the implementation of this initiative. As well, weekly staff meetings offer opportunities for staff to generate and share ideas with each other and to clarify concepts. Teachers also utilize the MoE videos that speak to the implementation of the new curriculum. Much of the professional development at the School is developed in-house and has focused on integration of the First Peoples Principles of Learning and the new curriculum.

Commendation:
The Team commends the staff for the collaboration and commitment in implementing the new 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.

Requirement:
The School is required to ensure that planning documents for all courses meet the requirements of the new curriculum framework (see section 2.19).

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 teacher or the Principal, and as with the writing component, is assessed using a rubric. The Principal oversees the admissions process and determines eligibility into Grade 10.

The Team saw evidence of a well-organized English program that supports English language acquisition. In the first semester, English language learners in Grade 10 are required to take a Board Authority Approved (BAA) ESL-Canadian Studies 10 course, which teaches English using the content of Canadian history. The teacher of this course team teaches with other Grade 10 teachers to provide vocabulary support and to reinforce language concepts that overlap in the curricular areas. In the second semester, all Grade 10 students are enrolled in 2-credit courses in both Spoken English 10 and Composition 10 to support English language acquisition and in Grade 11 all students study Composition 11 and Spoken Language 11. Use of School-Wide Writes create a greater alignment between grade levels, enhancing students’ success in writing.

After classes have finished, students requiring support attend an IELTS training course taught by locally certified teachers and IELTS testing occurs throughout the year. Progress is tracked by teachers and used to inform instruction. Extra-curricular activities, such as Model United Nations and Speech Club also support language acquisition.

All classes are “English-only zones”. Subsequently, at staff meetings, the School focusses on the development of English language and literacy skills across all content areas.

Commendation:
The School is commended for implementation of a wide ranging and engaging program of supporting English language acquisitions.

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 offers one BAA course, ESL-Canadian Studies 10 (YESFL 10A) and the Team saw evidence that the course has been revised, using the new BAA template and is aligned with the new curricular framework. This BAA course has been recently approved by the Ministry of Education.

The School has received an exemption to deliver courses by locally certified teachers. Exempted courses include: Mandarin 10, Mandarin 11, Mandarin 12, Fine Arts 12 and Physical and Health Education 10. 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 the health components of the course that are not covered by the locally certified teacher. These health components are delivered in Career-Life Education.

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

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Comment:
The Team reviewed submitted course documentation, providing evidence that while most Grade 10-12 course documents met the requirements of the new curricular frameworks, there were several that were incomplete and/or not in compliance.

Specific examples of non-compliance include Composition 11 and Spoken Language 11; there is only one course overview for the two courses, combining the Big Ideas, curricular competencies, content, learning intentions and activities. Similarly, Composition 10 and Spoken Language 10 do not meet the requirements. All courses offered are to have separate and distinct course documents.

An example of incomplete transition to the new curricular framework is manifested in the Social Studies 10 course. Other inconsistencies in the documents include, incomplete list of and/or only partial descriptions of Curricular Competencies and some course documents include course Content as a separate component, or they meld content in with the curricular competencies.

Most, but not all, documents include a unit sequence, assessment methods and grading structure. Some course documents include resources and learning intentions. Some of these documents are referred to as “Annual Plan”, “Teaching Overview” or “Course Overview” and some are untitled. As such, the Team encourages the School to consider moving toward a more consistently used course template that more explicitly identifies the Big Ideas, curricular competencies and the unit plans that are driving student learning.

Requirement:
The School is required to ensure that all planning documents meet the requirements of the new curriculum framework.

The School is required to develop separate course documents for all Composition 10-11 and Spoken Language 10-11 courses to comply with Ministry standards.
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:
For BC courses, the School provides 5 hours of instruction per day over 189 days per year with a total of 945 hours of instruction per school year, exceeding the Ministry requirement of a minimum of 850 hours. Exempted courses are fifteen minutes per day over 189 days per year for a total of 47.25 hours of instruction per school year.

The School is divided into two equal semesters, with two exceptions - both Composition 11 and Spoken Language 11 are linear courses. Most courses are 4-credit courses, except for Composition 10, Spoken Language 10, Computer Studies 10 and Drama 10, all of 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 common assessment data to analyze trends in student achievement and uses this information to guide instruction in the classroom and to develop consistency in assessment. Examples include the data from School-Wide Writes, which use the standardized scoring rubric from the English 12 provincial exam and both the Core Competencies student self-assessment rubric and “Quick Hit” rubric regarding responses demonstrating understanding of a topic, which are used across the curriculum in Grades 10 to 12. They also utilize tools such as student exemplars and the BC performance standards and proficiency levels.

The School encourages teachers to utilize both formative and summative assessment. Course documents and teacher input reflect a growing variety of assessment methods, including but not limited to observations, verbal cues using fingers, questioning, oral and multimedia presentations, written assignments, journals, projects, quizzes and exams.

After review of the submitted course documentation, the Team observed that several courses assign 10% of a student’s grade to Work Habits, which is not in compliance with the School Progress Report Order M191/94, which stipulates that progress reports for students must reflect “the expected learning outcomes set out in the curriculum” and that progress reports
contain “a description of the student’s behavior, including information on attitudes, work habits, effort and social responsibility”.

The Team observed evidence that staff are beginning to engage students in self-assessment of the core competencies, focusing on enhancing student understanding of them. The Team encourages the School to further explore meaningful self-reflection and student self-assessment strategies of the core competencies.

The Team commends the School for rewriting their report card comments and for its commitment to providing two comments for each student in each course; one comment is related to academic achievement and the other related to the Core Competencies.

Commendation:
The Team commends the School for rewriting their report card comments and for its commitment to providing two comments for each student in each course; one related to academic achievement and the other related to the core competencies.

Requirement:
The School is required to ensure all grading practices comply with the School Progress Report Order M191/94.

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 staff and students for study and research and that the School purchases additional resources each year. Unfortunately, due to the nature of the virtual inspection process, the Team was unable to verify the resources in the library. However, students who were interviewed online said that they were very appreciative of the novels in the library. New print materials for Science 10, Physics 11 and Physics 12 that support the new curriculum have been acquired. Teachers also can print the resources they have created for class use. The Team noted that science classes have insufficient access to labs and encourage the School to advocate for increased access to host school science labs.

The School has a computer lab that was recently updated, and each class has a SMART Board™ and internet access. There are improved Wi-Fi capabilities in the School as a result of the addition of routers to locations that previously did not have one. While adequate, teachers indicated that increased access to information technology would enhance teaching and learning, especially regarding research and inquiry-based projects.
Commendation:
The School is commended for growing its print collection of materials to support implementation of the new curriculum.

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

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**Comment:**
The School 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 a parent session, involving the teacher and parents, followed by student-parent-teacher conferences. Student progress and any concerns that the teacher or parents may have are discussed.

The School uses Schoology platform, which allows parents and students to track academic progress and attendance. This year, the School hosted “Parent School” to teach parents how to navigate the grading system and to further develop their understanding of both the philosophy of and the BC curriculum framework.

The School works to ensure that there are “no surprises at report card time”. The locally certified homeroom teacher liaises with parents on an as needed basis to address student progress or other concerns, as necessary.

Commendation:
The School is commended for its use of locally certified homeroom teachers and Schoology to keep parents informed about their child’s progress.

The School is commended for hosting “Parent School”, teaching parents how to navigate the Schoology platform.

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

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**Comment:**
The Team examined the revised 2019-20 edition of the student and parent handbook. It now contains Chinese translations as suggested in last year’s inspection report. The Handbook contains all the relevant information a family would need to know including the daily schedule,
academic and general policies, grading and work habit rubrics and offered extra curricular activities.

**Commendation:**
The School is commended on following the suggestion of having the handbook translated into Mandarin to assist parents and students in understanding and following the expectations of the School.

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

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**Comment:**
The staff handbook is a common document for all CBCIS 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.

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**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](http://www.globaled.ca)).

The 75 students (69 Calculus 12 and 6 Anatomy & Physiology 12) enrolled in these two courses are provided supervision and guidance by the BC Principal who supervises assessments. The host school’s large computer lab is used for assessments and during lessons and together with students of other KEZHI schools, synchronized lessons are held on Wednesdays (Calculus 12) and Thursday (Anatomy & Physiology 12).
CONCLUSION

Commendations

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

- creating a learning environment that mirrors a typical British Columbia school, offering students a good program of education in a community atmosphere,
- establishing a number of innovative ways to engage students in their learning by making their learning fun and exciting while still achieving the School’s academic goals,
- involving parents directly in the education of the children through the establishment of parent committees that have active roles to play in the School’s operation and the ‘Parent School’ concept to provide them with a deeper understanding of the BC Program,
- demonstrating cooperation and commitment in implementing the new curriculum through their collaboration and cross-curricular activities, in particular for developing and initiating the “Give One, Get Five” program with other KEZHI schools.
- supporting their graduates in their post-secondary studies by maintaining contact and continuing to provide them with advice through their undergraduate and graduate studies at English-speaking universities.

Requirements

In order to meet the requirements of the BC Global Education Program – Offshore Schools Certification Agreement, the Team requires that by March 27, 2020, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The School is required to ensure that planning documents for the few courses that are not in alignment, meet the curricular framework requirements of the new curriculum.
- The School is required to develop separate course outlines and planning documents for Composition 10/11 and Spoken Language 10/11 courses to comply with Ministry standards.
- To comply with the School Progress Report Order M191/94, the School is required to ensure grading practices in all courses measure only the students’ academic achievements.
SUMMATIVE RECOMMENDATION

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