

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

*at*

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOLS – HEFEI

HEFEI, ANHUI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 26-27, 2020

## INTRODUCTION

On October 27-28, 2020, an online certification inspection was completed on Canada British Columbia International Schools – Hefei (CBCIS-H) in Hefei, Anhui Province, 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 Pieter Langstraat.

The School's BC program has an enrolment of 236 students, in grades 10 – 12 (Source: Annual Report, September 27, 2020). The School is located in the International Building on the campus of a large public Chinese high school, Hefei No. 1 Secondary School that was established in 1902. The state school is located on two separate campuses that are connected to each other by a tunnel underneath the separating road. The entire school, which houses the BC program, enrolls 6,000 students.

During its 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 with the School's Owner/Operator, Offshore School Representative (OSR), Chinese school Principal, BC Principal, BC teachers and support staff.

The Owner/Operator, Mr. Sunny Bai is responsible for the BC program through his company, Beijing Kezhi Times International Consulting Co. Ltd. (KEZHI). Mr. Bai was not present for the School's virtual inspection, but his representative, the OSR was able to attend the inspection



virtually. The KEZHI school's superintendent was able to attend the inspection. Mr. Bai operates four additional 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 – Kunming, and
- Canada British Columbia International Schools – Langfang

Mr. Bai also operates Lowell High School in Vancouver, BC, an independent high school that teaches the BC graduation program. There is a twinning relationship between the Vancouver school and the six schools in China that allows student exchanges for a semester or a complete year. In addition, summer and winter camps are held by the Vancouver school that students in China are able to attend.

The BC program's philosophy, objectives and special features include the school's Mission Statement: "We are dedicated to preparing our 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". In addition, the School has a special focus to develop a strong sense of social responsibility and personal awareness in the students.

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School had a follow-up meeting with the Inspector of the 2019/20 inspection on September 23, 2020. The previous inspection report listed three requirements dealing with aligning planning documents with the revised curriculum and modification of the student report card. All three requirements were satisfactorily met.</p>			



## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School completed the Annual Report on September 23, 2020 in which is described its business plan in detail that included building on the strong academic performance of its 2019/20 graduates all of whom secured placements at Canadian and other Western universities. The recruitment strategies implemented through the summer resulted in a good number of new students and it also retained seven of ten teachers from the previous year. The establishment of a Parent Council allows parents to become involved in their child's education and the strong relationships with the Chinese host school allows open collaboration to provide the best possible education to its students.</p> <p>Despite the COVID-19 pandemic, the School has begun on a positive note due to the foresight and leadership of the Principal who stayed in Hefei over the summer to ensure that the school year started smoothly.</p>		
<p>Commendation:</p> <p>The School is commended for involving parents in the School, creating a closer school community that functions collaboratively for the common goal of providing what is best for students.</p> <p>The Principal is commended for sacrificing his summer vacation to ensure that the school operations continued with as few disruptions as possible. His efforts were well rewarded as the school is operating near normal.</p>		

## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (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, Mr. Sunny Bai, and his company (KEZHI) meet all the requirements as set forth in section 5.00, <u>Qualification Criteria for Owners/Operators</u>, section 37.00 <u>Owner/Operator Representations, Warranties and Obligations</u> and Schedule A of the Agreement. As mentioned previously, Mr. Bai operates four other KEZHI BC offshore schools</p>		



in the cities of Changchun, Chengdu, Kunming and Langfang. His system of KEZHI schools are supervised by the Superintendent, Mr. Kyle Chong.

KEZHI 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*.

**Commendation:**

Through the Superintendent and the OSR, the system of KEZHI schools is well organized, stable, and up to date on the educational requirements of the Ministry of Education Global Education Program.

**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  
Partially Met

Requirement  
Not Met

**Comment:**

The Owner/Operator has approval to establish the School (originally called Sino-Canada International Secondary School) from the Anhui Province Education Department (May 3, 2011). The School opened its doors in the subsequent year and since then has certification from the BC Ministry of Education (Certificate # 10396850-020) that is renewed annually after the annual inspection. The current certificate is valid to June 30, 2021.

The Team also examined a letter of no objection from the Hefei Education Bureau (September 23, 2020) 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. This letter expires December 2023.

**Commendation:**

The School is commended for providing the Team with certified English translations of the required administrative documents.



**2.04-2.05 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 Partially Met

Requirement Not Met

**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 (June 18, 2019) from the Food and Drug Administration of Boahe District, Hefei City to operate the cafeteria. The stated expiry date is April 20, 2023.

The Team examined a certified translation of safety approvals document (January 21, 2018) signed by various inspectors declaring that the building is safe. Similarly, the School has on file a translated document titled “Fire Protection Standardization Management System of Hefei No. 1 School”. This document is the equivalent of a Fire Prevention Policy, outlining items that should be done to ensure fire safety.

The School has two emergency management documents, the main one titled International School Emergency Response Manual. This document consists of five major sections, starting with proactive prior preparation and ending with an appendix that contains the forms and lists. 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.

The second document is the KEZHI BC Offshore Schools 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 Business Company 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 in China and other countries. This contingency plan is consistent for all KEZHI schools and has been vetted and approved by the OSR. The host school has two school clinics staff by 3 nurses providing medical services 24/7 to both students and staff.

THE KEZHI system of schools developed a *Pandemic Preparedness and Response Plan* that is standard for all KEZHI schools in the PRC. The Plan describes conditions for staff and students to return to school as well as protection systems for both.



**Commendation:**

The School's preparations for a potential emergency are well thought out and described, including what will be done with students and staff if the school is forced to unexpectedly close.

**2.06 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 Partially Met

Requirement Not Met

**Comment:**

The Offshore School Representative (OSR) supports the KEZHI schools by being the liaison between the Owner/Operator and the Ministry of Education. He is an experienced OSR and has been working in that capacity for KEZHI since September 2015. The Team examined the OSR's job description and confirms that he has the right to legally represent the Owner/Operator in 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 and section 5 of the Operating Manual for Offshore Schools.

The OSR assists the Owner/Operator in administering five Canada British Columbia International Schools. The OSR is experienced with the BC Offshore School Program having been directly involved in it for several years as a teacher and administrator.

The KEZHI system also employs a Superintendent of the CBCIS schools who is responsible for the educational and school administration. Together with the OSR, he collaboratively supports the Principals and teachers of the five schools.

**Commendation:**

The Team commends the OSR and Superintendent for their leadership in supporting the KEZHI school system of schools ensuring that they meet the regulations of the Agreement, but more importantly that the quality of education given to the students is of a high quality.



**2.07 The Principal meets the requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal is in his fourth year as the leader of the School. He has 14 years of BC offshore experience and eight years of administrative experience as a principal and vice principal. He was educated at BC universities and has spent the last 17 years abroad, 13 of which have been in the People's Republic of China. This experience is invaluable in his role as the leader of the BC program and has resulted in a strong relationship with the host school.

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 Agreement. In summary the Principal is responsible for administrating, supervising, and overseeing the BC program. This includes supervising 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.

**Commendation:**

The Principal is an inspiring and strong leader of the BC program as attested to by members of his staff during their interviews with the Team. The host school principal also expressed his confidence and dedication of the BC Principal.

**2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal is assisted by a team of support staff who each execute their responsibilities in an exemplary manner. The vice principal is a newly appointed teacher this year and is being mentored by the Principal in the administration aspects of a BC offshore School. Currently his duties involve working with the staff and generally assisting the Principal. As the school year progresses, the Principal intends to provide the vice principal with more opportunities to learn about administration.

The Principal is also assisted by Chinese national staff who perform vital roles in supporting the students and the teachers. The International Director oversees the international programs at the host school including the BC program. The Chinese Program Manager



supervises the Chinese staff in four areas: Student Recruitment, University Applications, Homeroom Teachers and Communications with the host school. The Counsellor works with students and teachers to ensure that they are well supported. The Homeroom Teachers are vital to providing support to the students in their emotional/social development as well as providing guidance to them on their career choices and university applications.

**Commendation:**

The Team interviewed some members of the administrative support staff and was impressed by the wealth of expertise and knowledge of their job functions in supporting the students. The School is fortunate in having such a team of dedicated and experienced employees.

**2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The Team examined the submitted elements of the student record and confirms that the School meets the requirements of section 2.08 of the Inspection Catalogue and section 13.04 of the Agreement. In addition to the required elements, the student files also contain the updated Parental Consent Forms and Equivalency documents for the Mandarin courses taught by locally certified teachers.

**2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The School employs 11 teachers to teach the BC curriculum. Of these, six have Certificates of Qualification (COQ) from the Teacher Certification Branch (TCB), with the remaining five having Letters of Exemption while their COQ applications are being processed. The teachers who have Letters of Exemption have all the required paperwork submitted to the TCB for processing.

**The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.**

The Principal has provided several professional development workshops with the teaching staff to introduce them to the pedagogy of the BC curriculum. These sessions focussed on





First Peoples Principles of Learning, assessment methodologies and self-assessment. In addition, new Science 10 and Physics 11/12 books that support the revised curriculum were introduced this year and extensive use of the BC curriculum site also helps the new teachers adapt to the revised curriculum.

The School also employs two locally certified Chinese national teachers to teach the exempted courses of Physical Health Education 10 and Arts Studio 10. The Team examined their translated teacher credentials and confirms that they are valid.

The School provided criminal record check evidence for all their local Chinese national staff in the form of employment cards. The Team was informed that these cards are only attainable for persons who do not have criminal records.

**Commendation:**

The Principal does an excellent job in helping the teachers develop in their professional growth by providing them with targeted workshops that are relevant to their daily teaching.

**2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed course documentation submitted by the School. Course documents indicated appropriate implementation of the curriculum. Specifically, course documents provided evidence of big ideas, curricular competencies, and alignment of content. There was evidence that a variety of formative and summative assessment practices allow for students to effectively demonstrate their learning.

Literacy instruction was evident across curricular areas. Specific examples included the effective teaching of reading comprehension strategies, the introduction of vocabulary at the beginning of lessons and the teaching of the use of context to understand the meaning of text.

The School continues to focus on student self-assessment and the infusion of First Peoples Principles of Learning. Progress toward achieving this goal was evident in the discussions with the teachers.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed English language assessment and acquisition with the Principal and members of the teaching staff. The School utilizes the International English Language Testing System (IELTS) to formally assess student English language proficiency. In addition, classroom teachers informally assess the extent to which students are able to demonstrate English language skills.

As part of the entrance examination procedures, the School identifies students who score between 50 and 60 percent on the IELTS. These students are monitored by the Principal to ensure that they are succeeding in the English language environment of the School. In addition, teachers provide “at risk” lists to the principal on a monthly basis to allow the School to provide additional support for these students.

All students are provided with IELTS training courses provided by Chinese teachers in the after-school program. Finally, extra-curricular clubs such as the Model United Nations and the Speech Club allow students improve their English language skills.

**Commendation:**

The School is to be commended for the range of extra-curricular clubs that are made available to students. Extra-curricular offerings at the school is similar to what students would experience at a typical British Columbia high school.

**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 inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School offers one Board/Authority Authorized (BAA) course, ESL 10 – Canadian Studies. This BAA course had been approved by the Ministry of Education.

The School has received an exemption to deliver Physical and Health Education 10 and Fine Arts 12 by locally certified teachers. The health components of Physical and Health Education 10 are taught in the Career and Life Studies class 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. (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 Partially Met

Requirement Not Met

Comment:

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

All courses included evidence of Big Ideas, curricular competencies, content learning intentions and learning activities. Overall, course planning documents were detailed providing evidence of appropriate planning on the part of teachers. Course planning ranged from acceptable to exemplary.

There were no sub-standard planning documents in evidence.

Commendation:

The School is to be commended for the quality of the course documents that were submitted. Planning reflects advanced implementation of the revised curriculum.

**2.22 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 Partially Met

Requirement Not Met

Comment:

For BC courses, the School provides 5 hours of instruction per day for 184 days per year for a total of 920 hours of instruction per school year, exceeding the Ministry requirement of a minimum of 850 hours of instruction per year.

The timetable is divided into two equal semesters with individual courses offered in each semester. The only exception is Composition 11 and Spoken Language 11 are offered as linear courses.



**2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School utilizes a variety of assessment practices. The use of differentiated assessment includes both formative and summative assessment tools to determine student progress. As evidenced in the course planning documents assessment practices such as observations, questioning, student presentations and projects, written assignments, student journals, quizzes and exams are utilized by teachers across subject areas.

Formative and summative assessment practices are reviewed and discussed at staff meetings. In addition, staff are utilizing standardized rubrics, school wide writing assessments and cross-curricular assessments to enhance in-class subject specific assessments.

The School continues to develop self-assessment tools that allow students to reflect on their understanding of the core competencies. This is a stated goal of the School and staff are engaged in professional development to better understand the development and use of self-assessment tools.

**Commendation:**

The School is to be commended for its work in the area of assessment. Assessment practices are varied and are designed to assess students' understanding of Big Ideas, Curricular Competencies, and course content. A variety of learning activities are utilized by teachers at the School.

**2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School reported that they have continued to develop their library to include a growing collection of resources for students and staff. It was also reported that the School has subscribed to a number of newspapers to strengthen the library and to allow for teachers to more effectively plan activities related to current events. Unfortunately, due to the virtual inspection process the Team was unable to examine the library resources.

The School has a 35-station computer lab that was refurbished over the past summer. All classrooms in the School have wireless connectivity allowing students to use personal devices



at the discretion of their teachers. In addition, the School has access to a large computer lab at Hefei No. 1 School that is available for use for larger assessments and group activities.

The School is to be commended for using technology effectively during the COVID-19 pandemic. Despite a number of teachers not being present at the School due to travel restrictions, lessons are provided synchronously and asynchronously using a variety of technology tools. Students submit their work in a number of ways utilizing technology. One example of innovative practice is to have students record their group discussion and then submit them electronically to their teacher who uses the recording to assess student progress in spoken English.

### 2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

#### Comment:

The School formally reports student progress to parents four times per year in November, January, April, and June. Student led parent/teacher/student conferences are provided in the November and April reporting periods. The School utilizes *Schoology*, an online reporting tool, which allows parents and students to access student grades and reporting on an ongoing basis. The School provides parents with the opportunity to attend a session where they are provided with instruction in the use of *Schoology*.

Counselling time is provided in the afternoon “Chinese Program” where issues are identified and reported to the School administration and the relevant teachers. Parents are informed of concerns when it is deemed to be appropriate or necessary.

The School is exploring the use of Windsor Hart Tess, a student information system, to provide more meaningful reports that include information about the core competencies and social development.

#### Commendation:

The School is to be commended for the way in which it involves parents in understanding the reporting tools used by the school. Specifically, the *Schoology* session provided to parents is an example of best practice in student progress reporting.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed the 2020/2021 student and parent handbook. The handbook is written in both English and Chinese. It includes a variety of information including: Principal's Welcome, the School Mission Statement, the daily schedule, the learning assessment policy, information regarding the reporting of student progress, the dispute resolution process, information regarding extra-curricular activities and a number of policies related to student conduct.

The handbook is comprehensive and provides meaningful information to students and parents.

**2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed the staff handbook. The handbook is common to all Canada British Columbia International Schools. The handbook is comprised of five sections: CBC International Schools in China, Professional Responsibilities, School Organization, Assessment and Evaluation, and School Policies and Procedures.

The handbook provides detailed pertinent information including such things as the professional expectations of staff and a staff dispute resolution process. The Assessment and Evaluation section provides comprehensive information including a variety of recommended assessment practices.

**2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Not Applicable

**Comment:**

The School provides distributed learning opportunities for students to enrol in Anatomy and Physiology 12 and Calculus 12. The courses are offered through the Business Company of Kamloops Public School District 73, Global Education.



58 students are enrolled in Calculus 12; 2 students are enrolled in Anatomy and Physiology 12. The Principal and vice principal manage the program. Assistants are utilized to invigilate assessments.

Students engage in distributed learning primarily on the weekends. Exams are written in the Hefei No. 1 computer lab.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff, and Offshore School Representative of Canada British Columbia Schools – Hefei for:**

- strong and inspiring leadership through the Principal and his team of collaborative staff who envision a school that supports students to be successful through community and collaboration.
- continuing to reach out and market the school to the local community during the COVID-19 pandemic summer months in preparation for the smooth opening of school in the fall.
- providing a continuity of instruction during COVID-19 using techniques such as co-teaching, online teaching tools and the opportunity for students to submit work in a number of innovative ways utilizing technology.
- supporting the online teachers through the use of teacher aides in the classrooms who work closely with the teachers in providing the students with the best online learning experiences. In addition, the School supports students through a strong homeroom program that provides them with non-academic supports that enable them to concentrate on their studies to be successful.
- developing a school community that mimics a typical onshore BC school with a variety of student clubs, activities, and intra-house competition.
- Involving parents in their children’s education through the establishment of a Parent Council.



**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 – Hefei continue to be recognized as a British Columbia-certified school.**

