INTRODUCTION

On November 27-28, 2019, a virtual certification inspection was completed on Canada British Columbia International Schools - Langfang (CBCIS-L) 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 Peter Drescher and Cathy Lowenstein (Chair).

The School’s BC program has an enrolment of 98 students, in Grades 10-12. The School is in its ninth year of operation as a BC offshore school. The BC program is housed within a long-standing larger school, China Petroleum Pipeline Bureau Middle School, a large middle school with an enrolment of 3298 students. The School has been in operation for 44 years. The BC offshore program is in a temporary location on the campus while renovations are being completed due to structural deficiencies in the BC offshore school building. It is not clear when the School will be moving back to its permanent location.

During their virtual inspection of 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), BC Principal and the international director.

The Owner/Operator, Beijing Kezhi Times International Consulting Co. Ltd., (Kezhi) is responsible for the BC program as well as five other BC offshore schools in China, and two international schools. The Owner/Operator also operates Lowell High School in Vancouver, BC. The School offers a BC graduation program for Grades 10-12. In addition, Lowell High School
provides opportunities for Kezhi students to take a semester or year of their studies in the onshore context. It also provides a base for students to attend summer or winter camp in BC. As this was a virtual inspection, the Team Chair was able to contact the Owner/Operator via phone call.

The BC program’s philosophy, objectives and special features include:

- A dedication to preparing students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence.
- New in-house counseling services to facilitate students post-secondary applications to universities abroad.
- The School communicates openly with parents, students and teachers in order to maintain the goal of a high standard of education.

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

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The School did not have any requirements listed from the 2018 inspection. However, the Team commends the school for addressing the suggestions listed in the 2018 report which include:

- Additional routers were placed in classrooms to help address internet connectivity,
- Increased administrative support to best support the BC program,
- Developing communication tools to support teachers with professional learning communities,
- Contingency planning for potential staffing issues,
- Developing a more defined process to acquire, distribute and support teachers with classrooms resources,
- Ensuring that the report cards reflect the language of the new BC curriculum.
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 Team viewed the business plan filed by the Owner/Operator which laid out a plan for school improvements and the long-term sustainability of the program. The Team noted the significant issues with the decrease in student enrolment despite strong efforts at marketing and recruitment. The School has had significant staff turnover which has caused increased responsibility for the BC Principal in regard to training and support of new teachers and staff. The ability to retain strong faculty and leadership would bode well for the teaching and learning at the School.

The School is aiming for a student population of 120-150 students. At present, the enrolment is at 98 students. The School should continue their solid efforts in ensuring that recruitment and marketing are a focus for this year.

The Team noted that the School is working in a systematic way to maintain the sustainability of the program.

Commendation:
- The School is working in a systematic way to maintain the sustainability of the program.

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 meets the requirements stated in the Agreement. The Owner/Operator owns a system of six offshore schools and a Group 4 independent school in Vancouver, the system, known as Canada British Columbia International Schools (CBCIS) has its own superintendent responsible for curriculum implementation and professional development, and provides a wide array of programs and services to support its schools and professional staff.
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 viewed a letter of approval that is effective until December 2022. Kezhi Times International Consulting Company Limited in conjunction with Langfang Bureau of Education has developed and is operating a British Columbia offshore school program on the premises of China Petroleum Pipeline Bureau School. The program is operating in accordance with the requirements set out in the British Columbia Global Education Program-Offshore School Certification Agreement.

The Team viewed a document certifying that the Langfang Bureau of Education in Hebei Province expressly approves and has no objection to the Owner/Operator, Kezhi Times International Consulting Ltd., to operate Canada British Columbia International Schools - Langfang. The School, housed within China Petroleum Pipeline Bureau School under a Certification Agreement between Kezhi Times International Consulting Company and the province of British Columbia, is delivering the British Columbia education program to students in Grades 10 to 12 with the intent that the students in the Graduation program will be eligible for a British Columbia Graduation Certificate upon successful completion of the graduation program.

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 is in a temporary location within the larger main school due to structural deficiencies in their permanent location. The Principal deemed the temporary facilities to be adequate for delivering the BC program. The School is unsure of when they will have access again to their permanent location. The Team spoke with the international director who has responsibilities for the BC program. She is unclear when the renovations will be completed.

Documented approvals regarding local and provincial building safety and cafeteria codes and regulations were examined carefully.

The Team reviewed a system wide emergency plan for natural disasters or any event that would cause an unplanned temporary or permanent closure of the School. The plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality. The Principal has discussed the plan with all staff.
All of the emergency procedures are outlined in staff and parent/student handbooks and fully detailed in school emergency response manual.

The Team is satisfied that the facilities are in compliance and are suitable to support the BC program.

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 OSR is an experienced educator with many years of experience as an OSR for BC offshore schools.

The Team appreciated the participation and preparedness of the OSR throughout the inspection. His committed support will be helpful in enabling the school to address the recruitment of students and the focus of ensuring teacher stability.

The Offshore School Representative is aware of his obligation to report critical information relating to changes in the operation of the school or ownership structure that could significantly impact the school’s operations.

Commendation:
The Team appreciated the participation and preparedness of the OSR throughout the inspection. His committed support will be helpful in enabling the school to address the recruitment of students and the focus of ensuring teacher stability.

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 in her second year of leadership at CBCIS-L. She is an experienced educational leader with a range of experience in onshore and offshore schools. She meets the requirements outlined in 2.06 of the inspection catalogue.

The Principal’s job description is comprehensive, outlining all elements required in the Agreement. The Team was impressed with the Principal’s resourcefulness, diligence and commitment to the School, its faculty and students. The Principal has taken the time to
become proficient and knowledgeable with the new BC curriculum. This has been helpful as she onboards new faculty who need a strong mentor and instructional leader.

**Commendation:**
The Team was impressed with the Principal’s resourcefulness, diligence and commitment to the School, its faculty and students.

### 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 School meets the requirements for administrative support as outlined in section 2.07 of the inspection catalogue. An English-speaking experienced Chinese administrative assistant has responsibility for maintaining student records, daily needs within the school, teacher housing and visa applications. She has an excellent working relationship with the Principal. The Chinese international director, the Principal and the administrative assistant collectively manage the operational requirements of the School.

### 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 structure of the virtual inspection made it difficult for the Team to do a thorough inspection of the files. However, the Team Chair also inspected the School in 2018 and at that time, the files were in good order. The Team spoke to the Principal and OSR about the student record requirements and they assured the team that all student records were in good order and managed appropriately.

Furthermore, the Principal and OSR confirmed that the student and parent consent forms 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 has had a high percentage of new staff this year. The Team reviewed the teacher certification requirements and confirm that three teachers have applied to the Teacher Certification Branch and have a letter on file that shows that they have been granted an exemption until January 2020.

The teachers who are on exemption status are well supported by the Principal and OSR to ensure that their appropriate paperwork is submitted and that the teachers are following up regularly on the status of their application.

Staff are well supported through professional development opportunities provided by CBCIS-L. The closely-knit faculty are supportive to each other and share their collective knowledge and contribute to each other’s professional learning.

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

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 School has fully implemented the new curriculum for Grades 10 to 12. Course overviews, lesson plans student learning experiences and assessment practices are reflective of the foundational principles of the new curriculum. Implementation is going remarkably well considering the level of staff turnover, the inexperience of new teachers, and the training teachers received from jurisdictions outside of British Columbia. With the leadership of the school Principal, teachers have thoroughly researched curriculum documents on the BC Ministry of Education website and brought the curriculum to life with thoughtful planning and implementation. They have and continue to support each other on this professional learning journey as they refine their practice.

The core competencies are an intentional part of the program. Teachers are well-aware of the core competencies and using teachable moments to help students develop those competencies is a requirement. The competencies are embedded in many of the learning activities experienced by students. There is always room for more explicit teaching directly focused on the core competencies. The School uses a core competency self-assessment
which has students identify their strengths and areas of growth. These are reviewed by staff as a way to maintain an intentional focus on the competencies and help students grow in their attainment.

First Peoples Principles of Learning are being addressed in some subject areas. It is suggested that staff explore possibilities for embedding the principles in the educational program in a way that supports students in meeting curricular learning intentions and developing language skills.

Students in Grade 12 are engaged in Career Life Connections learning activities under the guidance of the Principal. Plans are underway to have students prepare for a culminating Capstone project in the spring with students making presentations using a variety of visuals.

**Commendation:**
The Team commends the staff, most of whom were unfamiliar with the new BC curriculum when they arrived at CBCIS-L, for having thoroughly researched curriculum documents on the BC Ministry of Education website and brought the curriculum to life with thoughtful planning and implementation. The leadership of the school principal and the mutual support that staff have given each other is also to be commended.

**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 uses an English language entrance assessment developed for and used by all Kezhi schools in China. It includes listening, vocabulary, grammar, reading comprehension, writing and an oral interview component. The assessment is administered twice, once in mid-May and once at the end of June. The Principal and BC teachers are involved in scoring the entrance assessment and conducting the interviews.

English language development receives the highest priority at the school. All teachers incorporate learning activities into their lessons which address communication skills in their various forms. Curriculum specific vocabulary development takes place. Strategies for teaching ELL across the curriculum are shared at staff meetings. At risk students are discussed at staff meetings on a regular basis. Students in Grade 10 begin the program by taking ESL10 and Spoken Language 10 before progression to Composition 10 in the second semester. Students take four credits of Language Arts courses in Grade 11 and 9 credits in Grade 12. Additional supports are provided through peer tutoring, where capable grade 11 students are paired with struggling Grade 10 students. This curriculum specific tutoring support occurs three days per week for a half hour each day during the morning break.
The staff are to be commended for their multi-faceted cross-curricular approach to English language skills development and for their attention to supporting students who struggle with language acquisition.

Commendation:
The staff are to be commended for their multi-faceted cross-curricular approach to English language skills development and for their attention to supporting students who struggle with 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 offers BAA courses entitled ESL10 and Chinese History 11. The course planning documents meet requirements. Students receive equivalency credit for Mandarin 11 and 12. Exempted courses taught by locally certified teachers are: PE10, PE 11, Mandarin 11 and 12, and Chinese History 11. Evidence of local teacher certification is on file. The PHE Health topics are taught 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.

- Requirement Met
- Requirement Not Met

Comment:
The Team reviewed course outlines, unit plans and lesson plans. Each course has an overview and unit plans that include content, teaching/learning strategies, assessment and evaluation methods that are linked to the BC learning standards. The Team found planning documents to be thoughtfully prepared and focused on student engagement. It was evident that students are able to demonstrate their learning in multiple ways, engage in critical thinking and self-reflection, and practise multiple forms of communication. Inquiry-based and project-based learning are areas of focus for teachers. Some examples include research projects in Social Studies, robotics and bridge building projects in Physics, and a “Wax Museum” project undertaken by the Grade 10 Language Arts class.
Commendation:
The Team commends staff for their thoughtful and thorough planning for instruction, and the creativity and resourcefulness that they have demonstrated in designing learning experiences that allow students to demonstrate their learning in a variety of ways.

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:
Instructional time meets requirements. Students attend class for 5 1/3 hours each day for a total of 975 hours during the school year. Students take three ESL or English Language Arts courses in Grade 10, one English Language Arts course in Grade 11 and two in Grade 12. Students have at least 200 hours of instructional time committed to English Language Arts courses in each grade.

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:
There was evidence of the use of both formative and summative assessment practices. Students are able to demonstrate their learning in a variety of ways and receive regular and frequent feedback. Students are actively involved in peer and self-assessment. Student self-assessment, and authentic assessment was identified as an area of focus for staff this year. The software application Schoology is used to communicate about homework, post assignments and report progress. Both students and parents are able to monitor progress on a regular basis.

The School’s use of scheduled mid-term and final exam time is particularly noteworthy. In addition to exams focussed on problem-solving and applications, courses use this time to have students demonstrate their learning in a variety of ways through major essays, presentations and projects. The aim is to have students synthesize and apply key concepts learned throughout the term.

The Principal monitors assessment practices closely and they are a regular topic for meetings of staff. There is also regular consultation around student achievement at staff meetings.
Staff work collaboratively to improve their assessment practices. Sharing of assessment tools takes place. The School has scheduled “school-wide writes” in the past. The Team suggests that these continue and be followed by group marking sessions using performance standards which help staff ensure that assessments are consistent, accurate, valid and reliable.

The Team reviewed the Numeracy assessment results for January and June of 2019. The results were very favorable. The percentage of students achieving Proficient (3) or Extending (4) during the two sessions were 76% and 85%. An intensive focus on literacy and numeracy assessment preparation is planned prior to the assessments taking place. The structure of both the literacy and numeracy assessments is designed to assess those skills as they are applied to a variety of cross-curricular competencies. It would be in the students’ best interests to ensure that both applied numeracy and literacy skills receive attention in all curriculum areas. They are not intended to fall under the sole domain of Mathematics and English teachers.

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

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Comment:
Classroom resources appear to suitably meet requirements in order to effectively deliver the BC curriculum. The Principal connects with the CBCIS superintendent each spring to determine the future library and classroom print resource needs for the coming year.

The School library is currently unavailable due to an emergent renovation that has had to take place. The renovation has caused the School to have to relocate to another building. There is a collection of fiction and non-fiction (1000+ titles) as well as 29 computer workstations. These are currently not accessible. The library collection and space are managed by Chinese support staff. This might be an appropriate time to re-imagine how a renovated library space might best serve the students as they engage with the new BC curriculum. Consideration should be given to the role the library should play in supporting inquiry-based and problem-based learning.

Consideration should also be given to the role that the library should play in supporting learners in each area of the BC program, particularly in developing their literacy skills and their ability to access, evaluate, synthesize and communicate information. Staff are encouraged to plan thoughtfully about how the space might be used when it becomes available again.

In addition to the 29 stations in the lab, the School had access to a 30-station computer lab in their vacated building. All 59 computers and various classroom desktops used by teachers
are well-aged and are unable to run current versions of common software applications or other specialized applications that would serve the delivery of the BC curriculum well. Many students have been bringing their own laptops. Although the classroom smartboards that are currently available in their temporary location are reported to be adequate, the ones found in their evacuated classrooms are also aging and prone to breakdown. Wi-Fi connectivity, though improved by the addition of routers, remains slow and unreliable. The available bandwidth does not appear to support multiple users who go online at the same time.

It is expected that students enrolled in the BC program will develop their communication skills. This includes the ability to access, analyze, synthesize and communicate information, a fundamental skill that today’s high school graduates must have if they wish to find success in their post-secondary studies. Teachers fully embrace technology as an important tool in planning for instruction, communicating with parents and students and engaging students in the teaching/learning process. The availability of current, reliable, convenient and properly supported computer hardware, applications and peripherals is of paramount importance if the BC program is to be delivered effectively.

The Team does not suggest that the technology situation be remedied with a simple wholesale replacement of existing technology with something newer. It is suggested that the Owner/Operator work with the School and the host school in developing a plan for technology hardware and software upgrades that best support delivery of the BC curriculum. The plan should include a reasonable implementation timeline. A return to a renovated building in the future presents an opportunity to “get it right”. It is further suggested that the Owner/Operator use this opportunity to develop some minimum specifications for technology that can be used in all of its schools. This includes, but is not limited to computer hardware and software, projection devices, printers, scanners, copiers, assorted other peripherals and minimum bandwidth requirements. Having said all of the above, it is important for the school to have at least one fully functioning computer lab, with reliable up-to-date equipment that is capable of running the most current software applications and the Owner/Operator is urged to work with the host school to replace 30 of the desktop computers.

The move to a temporary location has also limited access to a suitable Science lab. The Physics teacher has found ways to improvise, using simulations and doing outdoor activities. The Chemistry teacher has access to one of the host school’s labs but is limited in the number of times he can schedule his classes there. It is suggested that the Owner/Operator and the Principal work with the host school to improve temporary access to Science labs during the renovation.
### 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 issues four formal progress reports each year (two each semester). Two parent/teacher/student interview sessions are scheduled each year (one each semester). Additional interim progress reports are issued for students that may be “at risk” of attaining a grade of 55% or lower.

The Team reviewed a sampling of report cards from the previous year. The School uses the TESS student information system. The Team noted that report cards were missing 1) attendance, 2) tardiness and 3) a scale of letter grades and percentages. This is a technical problem with the TESS student information system which affects many Kezhi schools. The CBCIS superintendent is seeking a remedy. The Principal has provided assurances that this will be corrected at the first possible opportunity. In anticipation of this correction, progress reporting has been determined to meet requirements. However, the School take corrective action in ensuring that future report card issues contain attendance and tardiness information as well a scale of letter grades and percentages. This is a requirement of the Student Progress Reporting Order.

### 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 confirmed that the parent/student handbook meets the requirements as outlined in the inspection catalogue. The handbook is also updated annually and has been translated into Mandarin for the benefit of parents.

Students and parents are encouraged to read this handbook carefully upon admittance to the BC program and in each subsequent year to ensure familiarity with all of the procedures and any new protocols/procedures that may change or be updated.
### 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:**
A comprehensive teacher handbook was reviewed by the Team. It is updated regularly and contains details of the School’s vision/mission and shared values. The extensive system-wide handbook contains important information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the BC offshore school program. The Team had a phone conversation with the superintendent of CBCIS who confirmed that the handbook is updated on a regular basis. The handbook contains appropriate information for teachers and support staff and is categorized efficiently to assist teachers with information they will need to be successful in their role in China. Policies of the School are clearly laid out as well as the professional standard for educators.

### 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 offers two courses through distributed learning (DL) – Physics 12 (5 students) and Tourism 12 (1) students. The BC Principal provides all of the coordination, communication and supervision to the Global Education provider who is an authorized DL service provider.
CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canada British Columbia International School-Langfang for:

- Their commitment to growth, change and improvement in addressing the suggestions listed in the 2018 report.
- Working in a systematic way to maintain the sustainability of the program.
- The Principal’s resourcefulness, diligence and commitment to the School, its faculty and students.
- The participation and preparedness of the OSR throughout the inspection. His committed support will be helpful in enabling the school to address the recruitment of students and the focus of ensuring teacher stability.
- The staff, most of whom were unfamiliar with the new BC curriculum when they arrived at CBCIS-L, for having thoroughly researched curriculum documents on the BC Ministry of Education website and brought the curriculum to life with thoughtful planning and implementation. The leadership of the school Principal and the mutual support that staff have given each other is also to be commended.
- For the multi-faceted cross-curricular approach to English language skills development undertaken by staff and for their attention to supporting students who struggle with language acquisition.
- For the thoughtful and thorough planning for instruction by staff, and the creativity and resourcefulness that they have demonstrated in designing learning experiences that allow students to demonstrate their learning in a variety of ways.

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 School-Langfang continues to be recognized as a British Columbia-certified school.