

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOLS - LANGFANG

LANGFANG, HEBEI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 12-13, 2020

INTRODUCTION

On November 12-13, 2020, an online certification inspection was completed on Canada British Columbia International Schools – Langfang (CBCIS-L) in Langfang, Hebei 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 Susan Dick and Hugh Gloster (Chair).

The School's BC program has an enrolment of 62 students, in grades 10, 11 and 12. The School is located within the China Petroleum Pipeline Bureau Middle School. The host school has students in grades 7-12. The entire school, which houses the BC program, enrolls approximately 3,400 students.

During their online 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 Offshore School Representative (OSR), BC Program Superintendent, International Director, Principal, vice principal, teachers, students and support staff.

The Owner/Operator, Mr. Sunny Bai, Beijing Kezhi Times International Consulting Company Ltd. (Kezhi), is responsible for the BC program as well 5 other BC offshore schools in China. The Owner/Operator also operates Lowell High School in Vancouver, BC. Students enrolled in the CBCIS group of schools have the opportunity to travel to Lowell High School for either short-term programs or full semesters as part of their education journey. Depending on the option chosen, these experiences may be used to earn credits toward the student's Dogwood Diploma. This has been reported to be a very positive experience for students and one that encourages



them to consider BC post-secondary options after graduation. Lowell High School has also just begun offering the International Baccalaureate Program, which may provide another option for students studying within the CBCIS network of schools.

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

- Being dedicated 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.

For the current school year, the CBCIS family of schools have also adopted a standardized course offering and delivery schedule. This will allow students from multiple different CBCIS schools to take courses at Lowell High School in Vancouver while staying on the same pathway to graduation.

The Team would like to thank Canada British Columbia International Schools – Langfang for its cooperation and preparedness for the virtual inspection process. The Principal and CBCIS Superintendent were proactive in sending as much information as possible in advance of the inspection and were responsive to questions and requests from the Team during the process.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Not Applicable

Comment:

While no requirements were listed in the previous inspection report of 2019, suggestions were made to further enhance the delivery of the BC program at CBCIS-Langfang. Evidence was provided during the virtual inspection that the School had taken specific action in response.

One of the previous suggestions related to the importance of retaining strong faculty and leadership at the School, and the OSR was recognized for the work that had been done to secure experienced personnel in the roles of Principal and vice principal. The new administration also reported being very pleased with the new teachers who had been appointed to fill the vacant classroom assignments.

The previous report also referenced a number of issues pertaining to the delivery of the new BC curriculum. This is an area of focus that the administrative team are currently addressing through weekly staff meetings and other professional development activities. More will be possible once the three teachers who are currently teaching remotely are able to join the Principal and vice principal on campus.



Increasing marketing and recruitment efforts were also included with the previous year's suggestions. Unfortunately, the lockdown resulting from the COVID-19 pandemic made it impossible to conduct many of the routine processes that would have identified candidates to enter the grade 10 program this year. This is reflected in the small size of this year's grade 10 population.

Other suggestions related to challenges with the facility. The BC program has been moved into a new international building which includes four floors. This was reported to be working for the current size of the School, however, it may need not be suitable if there is significant enrollment growth in the future.

BUSINESS PLAN 1.0

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team reviewed the business plan for the School and concluded that the global pandemic interrupted the progress that was being attempted toward increasing the student population. Despite two years of declining enrolment at the School, the Superintendent, OSR and Principal all believe that the School remains a viable enterprise with the full support of the Owner/Operator. The Principal confirmed that a robust marketing and recruiting plan is in place to promote the school to prospective grade 10 students for the 2021/22 academic year.

Work is also being done to ensure that the current student body and their parents are pleased with the experience they are having with the BC program, to ensure they will 'good mouth' the School to prospective families and their children. The Principal indicated that a degree of trust and credibility has to be earned back following the inability of the School to offer face-to-face instruction once the period of lockdown from the pandemic ended last spring.

Currently three of the five BC program teachers are working remotely. Once they are able to join the staff in person, this should help to further enhance the school experience for students. The Principal is also committed to building the school's enrolment back up from the current 62 students (with only eight in grade 10), to above the 136 it was at its peak three years before.

A complicating factor that has resulted from the pandemic has been the apparent decision of some parents to no longer want their children to travel offshore for university. This may



detract from the appeal of the BC program in the short term. CBCIS-Langfang also has the challenge of another grade 10 program that is now being offered at the host school that may have attracted some of the potential clientele. This will be a situation that may require further review by the Owner/Operator to ensure the long-term sustainability of the BC 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 Partially Met Requirement Not Met

Comment:

The Team confirmed that the Owner/Operator meets all the requirements set forth in the Agreement with the Province of BC.

The Owner/Operator and staff of the parent company, Beijing Kezhi Times International Consulting Company Ltd., run a system of six BC offshore schools as well as Lowell High School in Vancouver. This system, referred to as Canada British Columbia International Schools (CBCIS) employ a full-time superintendent who provides leadership in areas such as curriculum implementation and associated professional development. A number of benefits of this system-level coordination were noted during the inspection.

Commendation:

The Owner/Operator is commended for employing a full-time Superintendent to provide leadership in areas such as curriculum, assessment and professional development.

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 Team reviewed documentation provided for the virtual inspection that confirmed the following information was on file:

- A 2018 Letter of Approval/No Objection from the Hebei Langfang Education Bureau and the Principal of the host school expressing support for the operation of CBCIS-L. The letter of approval is effective until December 2022;
- A 2020 certificate (valid until 2025) from the Administration for Public Institution Registration of Langfang City, approving the operation of host school; and



- A business license from the local authority approving the operation of the School until 2030.

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:

Recognizing that this was a virtual inspection, the Team was limited to reviewing the documentation provided and viewing pictures and video supplied by the School. Copies of building, fire and cafeteria compliance documents were made available to the Team, and based on this information, it appears that the facilities are suitable for offering the BC program.

CBCIS-L moved into a newly renovated 'International Building' at the start of the 2020/21 school year. Classrooms and Wi-Fi connectivity were reported to be adequate to support the BC program. The School also has access to other facilities on the campus including science labs, auditorium, a sports field and gymnasium. Other facilities such as the dormitories and the cafeteria are shared with the host school.

The Team confirmed that the School has emergency plans in place, including a detailed Emergency Response Manual that identifies protocols with appropriate response scenarios. In the event of an unplanned temporary or permanent school closure, students from CBCIS-Langfang can be reassigned to one of the company's other BC program campuses in China, or to Lowell High School in Vancouver.

The School has followed strict health and safety protocols that were implemented for both the host school and the BC program. These have been established to comply with the requirements of the local authority.

The School participates in all routine emergency drills conducted by the host school.

Requirement:

The blank template within the Emergency Response Manual needs to be populated with the names and contact information for all key personnel including those who are part of the communication network.



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) is well qualified for the position, having extensive experience as an educator in BC offshore schools and as an educational consultant. He has also worked in international education at the post-secondary level in BC and is well connected in the offshore education community.

The OSR fulfills the responsibilities as outlined in the Agreement and works in partnership with the Superintendent to provide support to the School.

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

The OSR actively participated in the inspection process and responded in a timely fashion to all communication pertaining to the inspection.

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 originally from South Africa where he earned baccalaureate and graduate credentials in education. After more than a decade of teaching in South Africa, he began working in a different BC offshore school in China in 2017. He was subsequently appointed to a vice principal position in another of the CBCIS schools and was promoted to the principalship of CBCIS – Langfang this year.

Feedback from the staff surveys and interviews indicated that the Principal is providing excellent leadership and support to staff and students at the School. This is particularly noteworthy considering the challenges of assuming his first principalship during a time when the School was coping with the global pandemic and the Principal was supervising a staff, several of whom were teaching remotely from other countries.



Commendation:

The Principal is commended for the work that has been done to build positive relationships with the BC program staff, the host school and the Chinese staff.

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 School has a full complement of administrative support staff that work directly with the BC program Principal. This includes the Chinese host school International Director, the Kezhi Program Manager, and an experienced vice-principal who was transferred in from one of the other CBCIS schools to work with the new principal on the delivery of the program. Chinese homeroom teachers are also in place to support the students in each grade and to act as advisors/counsellors for them. Along with their normal duties, this group has also been supervising the students during classes when the teacher is instructing online from a different location. The School also has an administrative assistant who assists the Principal and teachers with daily needs, teacher housing and visa applications.

The Owner/Operator has also hired a Superintendent to support the principals and leadership teams in each of the Canada British Columbia International Schools. The Superintendent participated in the virtual inspection process.

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 samples of student files and each included a Permanent Student Record (PSR) card showing the Personal Education Number (PEN). The file also contained the student's report cards and English language assessments, along with the new student and parent consent forms based on the Ministry requirements.

The School is using the TESS Windsor Harts student information system and it was reported that the Permanent Student Record (1704) is stored electronically, with hard copies being placed in the student files.

Despite the limitations of a virtual inspection, the Team was able to verify that student records appeared well-organized, up-to-date, and complete.



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 Team confirmed that four of the five teachers delivering the BC program have valid and current certification under the Ministry of Education. The fifth member of staff has a current *Letter of Exemption* and is eligible to teach in the program until January 2021. During the inspection it was confirmed that the Teacher Certification Branch had received all required documents from this teacher to complete the review of credentials for eligibility to receive a Certificate of Qualification. This teacher is working under the direct supervision of the Principal.

Teacher contracts were reviewed and found to be complete, addressing all the required areas. Teacher files were also reviewed and appeared to be well organized, including the most recent consent forms. As all but one of the teaching and administrative staff are new this year, teacher and principal evaluations had yet to commence when the inspection took place.

All locally qualified teachers and support staff have evidence of criminal records checks on file.

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 School has worked well to continue to implement the redesigned BC curriculum for grades 10-12. The Team reviewed course overviews and lesson plans, and engaged in online interviews with teachers, administrative staff and a sampling of students. It was able to confirm that all the requirements have been met for full curriculum implementation.

Despite the relative inexperience of several teachers with the BC curriculum, implementation is going quite well. The Principal and vice-principal have offered tremendous support to the new teachers and the Team observed a great deal of collaboration and mutual support between all staff members as they work together to bring the curriculum to life for their ELL students. The Staff meets regularly for weekly staff meetings during which professional development is offered by sharing best practices, encouragement, suggestions and shared expertise. The Team was impressed by the way in which staff members have stretched



themselves and been encouraged and participated in the use of new technologies and platforms.

Inclusion of the core competencies is evident, and students participate in a core competency self-evaluation, however, the Team encourages the staff to explicitly include the core competencies in their course overviews, unit plans, lesson plans and highlight them in their classrooms. The more the students are exposed to the core competencies, the more likely they will be able to make them part of the reflection of their own learning.

Likewise, the First Peoples Principles of Learning are evidently being used by staff, especially in some subject areas. The Team suggests that the Staff further its work to clearly display First Peoples Principles of Learning in teacher planning and instructional practice.

Commendation:

The Team commends the Principal, vice principal and the teachers for their mutual support of each other as they collaborate to bring the curriculum to life.

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:

Each student applying to the School must participate in a comprehensive English language assessment that has been revised for all CBCIS schools in China. Students are assessed in listening comprehension, grammar, vocabulary, reading comprehension, writing, and an oral language interview. Rubrics are included for the subjective components. The Team encourages the School to ensure that the revised English language assessment is administered by the Principal or a BC-certified teacher under the supervision of the Principal. The approval for entry into the BC Program should be signed off by the Principal and include the current date.

English language learners in grade 10 begin the year with a BAA ESL 10 – Canadian Studies course. In the second semester, they participate in Composition 10 and Spoken Language 10. Grade 11 students take Composition 11 and Spoken Language 11 throughout the year. Grade 12 students take English Studies 12 in the first semester and one of Composition 12, Spoken Language 12, or Creative Writing 12 in the second semester.

In addition to these courses, the remainder of the curriculum is also provided in English. Teachers work diligently to incorporate communication skills into their lessons and learning activities. Curriculum-specific vocabulary is introduced at the beginning of a unit. ELL learning



strategies are shared at staff meetings and there is an initiative entitled English FIRST that the Staff and student council are promoting.

Assessment of English language proficiency is both formative and summative and occurs regularly in the classroom. In addition, all students participate in regular School-Wide Writes that are marked according to BC Performance Standards' rubrics. These results allow teachers, students, and parents to note the progress that the students have made in their writing skills.

Commendation:

The School is commended for their recent development of a revised English language assessment for use with prospective students.

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 has approval to deliver exempt courses in PHE 10 - 12, Chinese History 10 and Mandarin 11 and 12 that are taught by locally certified teachers under the supervision of the Principal. There is evidence of local teacher certification on file and course overviews were reviewed and found compliant with the curricular framework. Notably, Chinese History and Mandarin studies are exempt from including core competencies and First People Principles of Learning, however, the Team would encourage these requirements to be included in the PHE 10 – 12 documentation.

This year the School is offering a BAA course entitled ESL 10 – Canadian Studies. The Team was able to confirm that the course has a corresponding BAA code and that the course planning documents, and lesson plans meet all requirements.



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 curricular documentation providing evidence that grade 10 – 12 course documents meet the learning standards of the newly designed educational program guides for each course. These documents include the Big Ideas, curricular competencies, content, teaching strategies, and formative and summative assessment strategies for each unit of study.

The curricular competencies are articulated using “*I can*”, “*I will*”, and “*I know*” statements. This suggests that the teachers are on their way to reflect the curricular competencies (Know, Do, Understand) of the new curriculum.

The Team recognized the thoughtful work that the School has put into planning for instruction and transitioning course overviews into the new curricular framework. There is much evidence of purposefully planned activities that encourage student engagement.

In addition to the curricular documents, input from staff and students allowed the School to share the creative, varied and cross-curricular activities that allowed the students to demonstrate their learning. The Team was able to hear about, and in some cases observe models, posters, movies, PowerPoint presentations, inquiry and project-based projects, and countless other assignments that students had participated in. The students recognized how helpful these activities were to their learning, especially those that involved teamwork.

Due to the fact that three of the teachers are teaching remotely, the School has made use of the Chinese homeroom teachers to provide the eyes and ears in the classroom while the teacher is presenting the lesson online. They also serve as liaisons with parents if it is determined the student is struggling. The administration and teaching staff had nothing but praise for the dedication and tremendous effort that the Chinese homeroom teachers provide. Their work has been essential to the delivery of the educational program.



Commendation:

The School is commended for the thoughtful work that it has put into planning for instruction and transitioning course overviews into the new curricular framework. There is much evidence of purposefully planned activities that encourage student engagement.

The Chinese homeroom teachers are to be commended for their essential work supporting students in classrooms, when the teachers are delivering online instruction.

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:

The School provides five-and-a-half hours of instruction per day over 180 days per year with a total of 960 hours of instruction per school year, which exceeds the Ministry requirement of 850 hours.

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 Team observed evidence of both formative and summative assessment practices. Course overviews reflect assessment methods such as peer and self-reflection, presentations, research assignments, projects, quizzes, tests, homework, and essays. Students are able to receive regular feedback from their teachers despite the fact that in many cases their teachers are not on site.

Every teacher is encouraged to look at student achievement results to inform them about student learning targets. Diagnostic testing allows teachers to ascertain the students' current understanding and abilities to inform the direction of teaching and learning. Students are also encouraged to join peer tutoring sessions, either as tutees or as tutors, according to their abilities. All assessments are designed for the purpose of allowing students to demonstrate that they have met the learning goals outlined in the BC curriculum and that they have fulfilled the standards of the course.



Staff are supported in developing their assessment practices through regular professional development, staff training, collaboration and goal setting. The focus is on developing accurate grading practices, differentiated assessment models, effective weighting of assessment criteria, and appropriate assessments for the learning that is being measured.

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

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:

Teachers indicate that the classroom resources are adequate and support the implementation of the new curriculum. Each year the Principal connects with the CBCIS Superintendent to determine the future library and classroom print resources needed for the coming year. The School placed a learning resources order last school year, but it has not yet been received by the School.

The School was forced to change locations late in the summer, and it took time for the library to be set up. Staff converted an extra classroom into the new library. It consists of textbooks, class sets of novels, English and Chinese newspapers and magazines, and English and Chinese novels that are available for the students to borrow and read.

The School has access to the host school's computer lab when booked in advance. There are more than 40 desktop computers that are available for use. In addition, the host school has allowed students to bring their own laptops to school in order to complete the work given by the BC teachers while teaching online.

In addition, each classroom is equipped with a smart board and strong Wi-Fi which are used during online teaching.

Due to the fact that most of the staff remains off-campus as the result of travel restrictions, the School makes use of Zoom to conduct online classes and staff meetings, and Schoology to communicate with parents.



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:

Interim progress reports are sent home approximately six weeks before each reporting period. This year interim reports have not yet been distributed due to most teachers not being on site and the fact that both the Principal and vice principal are new to the School. The plan is that after midterm exams the interim reports will be issued.

The Team was able to ascertain that some of the suggested changes have been made to the formal reports to include an account of attendance and a scale of letter grades and percentages. At this point the School has not yet included a statement on any tardiness incidents.

Despite many teachers not being on site, parents are still informed about their child's progress by the Chinese homeroom teachers as the need arises. They also have access to the Schoology platform that is also used by both teachers and students. The Team appreciated the efforts of the School to keep parents informed about their child's progress.

Four formal reports are administered in mid-November, early in January, late March, and the end of June. Parent/student/teacher interviews are scheduled twice a year, one in each semester.

Commendation:

The School is commended for their efforts to keep parents informed about their child's progress.

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 verified that there is a detailed parent/student handbook that has been updated for the 2020/21 school year. The Team confirmed that the handbook contains required elements including policies related to appeals and dispute resolution, student admission, student assessment, student conduct and student supervision.

The handbook has also been produced with Chinese translations, making it 'user-friendly' for parents wishing to access information.



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 confirmed that a comprehensive teacher handbook is in place and has been updated for the current school year. This document includes all the required elements to meet the current Ministry of Education requirements.

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 students with the opportunity to take Calculus 12 and Anatomy and Physiology 12 through distributed learning (DL) courses. In each case, the courses are delivered through the approved provider, the School District No. 73 Business Company – Global Education. The BC program principal provides all coordination, communication and supervision of the DL courses.

The School has engaged in an equivalency review of the courses offered by the approved provider, Global Education.

CONCLUSION

Commendations

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

- employing a full-time Superintendent to provide leadership in areas such as curriculum, assessment and professional development;
- the work that has been done to build positive relationships with the BC program staff, the host school and the Chinese staff;
- the mutual support the BC program staff have provided each other as they collaborate to bring the curriculum to life;



- the recent development of a revised English language assessment for use with prospective students;
- the thoughtful work that has been put into planning for instruction and transitioning course overviews into the new curricular framework. There is much evidence of purposefully planned activities that encourage student engagement;
- the work of the Chinese homeroom teachers to support students in classrooms, when the teachers are delivering online instruction; and
- their efforts to keep parents informed about their child's progress.

Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2021, 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 item:

- Populating the Emergency Response Manual template with the names and contact information for all key personnel from CBCIS-L, including those who are part of the communication network.

NOTE FROM MINISTRY:

The requirement listed above has been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.

SUMMATIVE RECOMMENDATION

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

