INTRODUCTION

On November 28-29, 2019, a virtual certification inspection was completed on Canada British Columbia International Schools – Chengdu, in Chengdu, Sichuan Province, People’s Republic of China, referred to as the School or CBCIS-CD in this report. (The School was formerly known as Canada Chengdu Shi Shi Secondary School.) 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 International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Mr. Dan Miles and Mr. Hugh Gloster (Chair).

The School’s BC program has been in operation since 2012 and currently enrolls 56 students in Grades 10, 11 and 12. It is located on the campus of Shi Shi Middle School No. 4 in Chengdu, which enrolls approximately 2,700 students in Grades 7 to 12. The host school has a long and distinguished history, having been in operation for over 2,000 years, making it the oldest Chinese public school. It has been at its current location, on the Beihu campus, for 10 years.

Students in the BC program graduate with both a BC Dogwood and a Chinese graduation diploma. There are three other international programs on the same campus.

The entire school, which houses the BC program, enrolls approximately 2,756 students.

During their virtual visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the host school’s vice-principal in charge of the International Department, the head of the Chinese teachers, the BC program manager, academic advisor, administrative...
assistant, offshore school representative (OSR), BC program superintendent, BC principal, BC teachers and students enrolled in the BC program.

The Owner/Operator, Mr. Sunny Bai, Beijing Kezhi Times International Consulting Ltd. (Kezhi), is responsible for the BC program. The Kezhi family of schools includes five other BC offshore schools, along with other educational institutions. The parent company has ‘rebranded’ the BC program schools this year by changing their names to Canada British Columbia International Schools. CBCIS-CD is also affiliated with Lowell High School in Vancouver, where students have a variety of options to participate in either short-term camps, or longer periods of study. Depending on the option chosen, these experiences can be used to earn credits toward the student’s Dogwood Diploma.

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.*
- *Having the goal of ensuring that each student is prepared to face up to future challenges and can discover his/her own potential to lead a successful life.*

The Team would like to thank Canada British Columbia International Schools – Chengdu for its cooperation and preparedness for the virtual inspection process. The Principal was proactive in sending as much information as possible in advance of the inspection and was 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 Not Met | ☒ Not Applicable |

Comment:
While no requirements were listed in the previous inspection report of 2018, suggestions were made to further enhance the program offered at CBCIS-CD. Evidence was provided during the virtual inspection that the School had taken specific action in response, including:

- Extensive professional development related to the new BC curriculum, with particular emphasis on teaching students about the core competencies and having them practice self-assessment;
- Working on the access to technology; the availability of Wi-Fi and the use of the Learning Centre within the new facilities provided for the BC program;
- Working with the BC superintendent and other principals in the system on a collaborative sharing model of resources/lessons/units using the Microsoft Teams platform. This is being referred to as ‘give 1 to get 5’, where participants develop and post one good learning activity to share with the CBC family of schools and get 5 others in return.
Commendation:
CBCIS-CD is commended for the school improvement efforts that have been made since the last inspection and for the meaningful contribution being made to the Canada British Columbia International Schools’ network.

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 reviewed the business plan on file with the BC Ministry of Education and confirmed that the prospects for the sustainability of the program appear to be positive. The School has consistently welcomed approximately 20 students into the Grade 10 program each year (23 in 2019), and this number appears to be sufficient to maintain the relatively small BC program over time.

Recruitment and advertising efforts to attract more students are ongoing and well-supported by the Chinese staff. In June 2019, for example, the BC and Chinese staff ran a full day recruitment camp for prospective Grade 9 students. This involved demonstration classes, along with extra-curricular and team-building activities, that matched the existing students with prospective Grade 9’s.

Despite the many efforts to increase overall enrollment, there are several other international program choices available to students and parents, both within the school and in the surrounding area of Chengdu. This competition makes growing the program more challenging.

Noteworthy for parents and students is the fact that CBCIS-CD is the only certified BC offshore school within Sichuan Province. For those wishing to access the BC program and potentially earn a Dogwood Diploma, it provides the only option within this region of China. CBCIS-CD also maintains an excellent graduation rate and has an established record of its graduates gaining access to quality post-secondary programs in Canada and the rest of the world.

Staff retention has also been a strength at CBCIS-CD, and the teacher surveys that were done as part of the virtual inspection process confirmed that BC program staff were feeling well-supported at the school.
**Commendation:**
The Owner/Operator is commended for the efforts that have been made to ensure the long-term sustainability of the BC program.

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**INSPECTION CATALOGUE 2.0**

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

- Requirement 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., work closely with the host school and the partnership was reported to be working well with good support for the BC 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 Not Met

**Comment:**
The Team reviewed documentation provided for the virtual inspection that confirmed the support from the host school, Chengdu Shi Shi High School and the Chengdu Bureau of Education, to operate the BC program. This letter, dated May 24, 2018, contained an explicit statement of ‘approval/no opposition’.

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

- Requirement Met
- Requirement Not Met

**Comment:**
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 through a SharePoint site. Based on this information, the Team was able to confirm that the facilities are suitable for offering the BC program.
CBCIS-CD moved into a newly renovated wing of the host school at the start of the 2018/19 school year. While the classrooms are smaller than in their former location, there is more space overall. The BC program also has access to other facilities on the campus including science labs, auditoriums, meeting rooms, a sports field and gymnasium. Other facilities such as the dormitories and 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-CD can be reassigned to one of the company’s other BC program campuses in China, or to Lowell High School in Vancouver.

The School participates in all routine emergency drills conducted by Shi Shi Middle School.

### 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.

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**Comment:**
The Offshore School Representative (OSR) is well qualified for the position, having extensive experience as an educator in BC offshore schools and as a 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 of the Canada British Columbia International Schools 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.
### 2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

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**Comment:**
The Principal is originally from Manitoba and completed Bachelor of Arts and Bachelor of Education degrees in that province. After graduation from university she taught in Thailand for a year to gain international experience.

The Principal began working in China in 2013 in another BC offshore school. Since then she has assumed a variety of leadership roles, culminating in her appointment to a vice-principal position in 2015 in Kunming and to the principalship of CBCIS-CD in 2017. The Principal is currently in her third year in the position.

Feedback from staff interviews and surveys indicated that the Principal is providing excellent support and role modeling with regard to the implementation of the new curriculum.

**Commendation:**
The Principal is commended for the efforts she has made to support teachers with the implementation of the new BC Curriculum.

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

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**Comment:**
The School has a full complement of administrative support staff that either work directly with the BC program, or liaise between the program and the host school. This includes the vice-principal of the Chinese school, the head of the Chinese teachers, a BC program manager, administrative assistant, and academic advisor. The host school also has personnel involved in marketing and recruitment who support the BC program.

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

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Comment:
The Team examined samples of student files that were reported to be securely stored in the BC program office. Each student had 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. Evidence of student self-assessment of core competencies was also noted within the student files.

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 were well-organized, up-to-date, and complete.

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

It was noted that all 5 teachers delivering the BC program had Non-Expanding Professional Certificates of Qualification without restriction. The Team also reviewed a sample of the teacher files and found them to be comprehensive.

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:
Through conversations with the Principal and teachers, the Team concluded that the School is well on its way to fully implementing the new Grade 10 to 12 curriculum. Using a common template developed by the system, the course overviews reflect all aspects of the curriculum. The planning for and the description of student learning experiences and assessment
practices are reflective of the foundational principles of the curriculum. The Team saw a selection of rubrics and planning documents for a range of assessment approaches. Cross-curricular approaches to addressing the core competencies were discussed and remain a high priority as teachers fully integrate the curriculum into their practice.

The Team reviewed with the Principal how instructional strategies and assessment pertaining to aspects of the redesigned curriculum was a significant part of their professional learning so far this year. The Principal described increased collaboration among the administrators and superintendent in the system to share resources, websites and teaching methodology.

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<th>Commendation:</th>
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<td>The staff is commended for the progress they continue to make in implementing the new curriculum and personalizing the planning templates for their own teaching purposes.</td>
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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 Team was provided with the admission test developed centrally. This test is administered to prospective students and includes listening, vocabulary, grammar, reading comprehension, writing, and oral interview components. Teaching staff mark the assessment at the end of the school year and the principal makes the final determination regarding admission.

One of the new directions described by the principal this year to encourage use of the English language throughout the School is the use of English “tickets”. This approach was designed to increase the use of English at all times in all environments.

Other ways to support English language acquisition include BC program teachers making themselves available during breaks to help students, extracurricular activities in English as well as extra English classes and support blocks taught by the Chinese teachers.

The Team discussed with the Principal ways in which BC teachers participated in professional development focusing on addressing students’ language needs. The Principal shared that teachers were provided with individualized feedback and supports throughout the school year on their use of ELL teaching and learning strategies to enhance curriculum-wide support for ELL.

The staff handbook has a set of English language teaching expectations for all teachers. These expectations outline strategies that all teachers are expected to use regularly across all content areas, to support English language learners.
Commendation:
The School is commended for the implementation of consistent expectations that all teachers take responsibility for the development of students’ English language skills.

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 one BAA course, ESL10 (YESFL 10) which is taken concurrently with English 10 by all students. The course overview reflects the up-dated curricular framework and has the appropriate Ministry approvals. The School provides exempted courses in Mandarin 10, 11, and 12 and Physical Education 10 taught by certified Chinese teachers. The Health component and other theoretical components of PE 10 are taught by certified BC teachers during Career Life Education 10 classes.

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 confirms that course overviews for all Grade 10, 11 and 12 curricula have been updated to reflect new curriculum frameworks. A school wide template for overview completion, unit plans and lesson plans has been adopted. How the core competencies and First Peoples Principles of Learning are integrated into the planning documents is based on the individual teacher’s methodology.

The Team conducted interviews with individual teachers to review and discuss planning and assessment. There was evidence of short and long-term planning that included content, teaching strategies, evaluation and assessment methods linked to BC curriculum. There was evidence that daily lesson plans and samples of student work were consistent with course overviews. In the planning documents lessons were planned to have students demonstrate their learning in a variety of ways. There was considerable evidence of opportunities for active engagement. The video of the school highlighted classroom walls where a variety of projects were displayed that showed different ways of displaying learning.
2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4(6), 5(8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

☐ Requirement Met  ❌ Requirement Not Met

Comment:
The Team verified that the School offers 925 hours of instructional time in the BC program, which exceeds the required number of instructional hours per year. The Team noted that the students are working on a dual diploma and their school day runs from 7:55 am until 5:25 pm. Additional supports are provided to students through after school English language skills development and other study and support programs during the day.

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

☐ Requirement Met  ❌ Requirement Not Met

Comment:
The Team noted in interviews with the staff that they use both formative and summative assessment practices. It was explained that students can demonstrate their learning in a variety of ways and receive regular and frequent feedback. Samples of rubrics were provided that were derived from performance standards, designed by teachers, or drawn from other sources.

As seen in the professional development plan, all BC teachers participated in professional development sessions on accurate assessment practices, and on the learning standards in instructional and assessment practices. The Principal explained that these strategies are reinforced throughout the school year during professional development, weekly staff meetings, classroom observations, and one-on-one teacher feedback.

The School uses ‘Schoology’ as an online gradebook and platform for all BC courses. Teachers are expected to enter grades regularly. The principal described how this enables the staff to work as a team to track student progress, to analyze and compare student progress across their courses and compare with previous years. The data helps them to find patterns among student results. This then informs their teaching practice to better support individual learners.

The practice of student self-assessment of core competencies has been implemented and
continues to be a focus for further refinement and professional development.

Provincial exams and assessments are administered in a controlled environment, monitored by BC certified teachers.

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

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Principal explained that students have access to the host school library while students and staff can access the BC program library. In each library there is a small but growing collection of resources and books to support student learning.

The video tour showed that Smartboards with internet access have been installed in every CBCIS-CD classroom. The Team learned that students and teachers have access to approximately 50 working computers in the CBCIS-CD computer lab, and an additional 24 computers in the school Learning Center. To provide access to more updated technological resources, students can bring personal electronic devices to class with special permission. Students can use their devices, and access the Learning Center Wi-Fi, in BC classes or evening study, under teacher supervision. The school uses Schoology as a standardized online gradebook system that can be accessed by all students.

The Team learned that library and print resource acquisition is coordinated by the CBCIS-C superintendent. Each school fills out a resource order form, which is then forwarded to the superintendent for processing. The School continues to seek more resources aligned to the new curriculum and has been challenged to find appropriate resources that meet all their needs. Through networking with other schools and support from senior administration, they hope to identify more digital and print resources to support their teaching.

The acquisition of technology resources is coordinated with the host school international director. Though there has been an improvement in band width and IT access in the school, this continues to be a source of challenge for the staff. They will continue working with the host school to upgrade the available computer lab hardware. The School plans to work with senior administration to purchase technology supportive of the student-centered approach of the redesigned curriculum, and on the availability of wider bandwidth and access to Wi-Fi throughout BC program classrooms.

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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<td><strong>Comment:</strong></td>
<td>The Team verified that four formal reports are issued by the School each year. As explained by the Principal the School also uses Schoology as a standard gradebook system that is accessible to staff and students for sharing class resources and for parents to review their child’s progress. Large scale parent meetings are held at each reporting period. Students who are struggling receive translated I-plan reports, and students are provided with additional time to achieve learning outcomes.</td>
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### 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 verified that there is a detailed parent/student handbook that has been updated for the 2019/20 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 was produced with Chinese translations, making it ‘user-friendly’ for parents wishing to access information. |

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

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| **Comment:** | The 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.  
It was also noted that the handbook included practical information to support both new and experienced teachers in fulfilling their roles. |

### 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 Team verified that the School offers two courses – Calculus 12 and Biology 12 – through international distributed learning (DL) and that the courses are offered by the prescribed DL provider – Kamloops SD73 Business Company – Global Education. The Principal assumes the role of supervisor/facilitator for these courses.

CONCLUSION

Commendations

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

- the school improvement efforts that have been made since the last inspection and for the meaningful contribution being made to the Canada British Columbia International Schools’ network.
- the efforts that have been made to ensure the long-term sustainability of the BC program.
- the efforts the Principal has made to support teachers with the implementation of the new BC curriculum.
- the progress the staff continue to make in implementing the new curriculum and personalizing the planning templates for their own teaching purposes.
- the implementation of consistent expectations that all teachers take responsibility for the development of students’ English language skills.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools that Canada British Columbia International Schools – Chengdu continue to be recognized as a British Columbia-certified school.