

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOLS - CHENGDU

CHENGDU, SICHUAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 22-23, 2020

## INTRODUCTION

On October 22-23, 2020 an online certification inspection was completed on Canada British Columbia International Schools – Chengdu (CBCIS-CD) in Chengdu, Sichuan 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 Mr. Shawn Chisholm and Ms. Cathy Lowenstein who served as Chair for this inspection.

The School's BC program has an enrolment of 64 students, in grades 10, 11 and 12. The School is conveniently located within the campus of the Chengdu Shishi No.4 Middle School which has an impressive enrolment of approximately 3000 students. Shishi Middle School was first established between the years 143 and 141 BC, in the Han Dynasty and is the oldest Chinese public middle school. The Beihu campus, where Chengdu Shishi No.4 Middle School is based, was established in 2010.

Of specific note is that BC students have the opportunity to obtain their graduation diploma from No.4 Shishi High School as well as their BC Dogwood diploma upon graduation.

The entire school, which houses the BC program, enrolls approximately 3,064 students.

During their 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 Offshore School Representative (OSR), BC Principal, BC teachers and other integral support staff.



The Owner/Operator, Mr. Sunny Bai, Beijing Kezhi Times International Consulting Ltd. (Kezhi) is responsible for the BC program.

There are five other BC offshore schools that are in the Kezhi system of schools as well as other educational institutions owned by Kezhi. CBCIS-CD is closely affiliated with Lowell High School in Vancouver where students are given the opportunity to study or participate in a camp experience. Some of these experiences can be used to earn credits toward the student's Dogwood BC Graduation Diploma. However, due to the pandemic this year, all travel has been curtailed for students.

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

- Dedication in preparing our students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence.
- Preparing students to achieve their academic and career goals for success in their future lives.

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment: There were no requirements listed from the 2019 report. However, there were 5 suggestions which the School dealt with accordingly.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment: The Team reviewed the School's business plan with regards to their long-term growth plan. The enrolment has remained steady and the hope is to recruit enough students for two grade 10 classes for the 2021/22 school year which would actualize 30 new students to the School.</p>		



The School is hampered by the hard limit set for enrolment in the BC program. The host school sets the target for enrolment which is for 120 students in total. The School hopes to expand their recruitment strategies to enable a higher enrolment capacity in the future. However, the competitive nature of international schools in Chengdu, as well as restrictive recruitment regulations from the Chengdu Bureau of Education, has made student recruitment a real challenge.

A proactive approach by the marketing team will hopefully generate increased interest in the BC program. With increased enrolment comes more opportunity to expand program offerings, hire a vice principal and create a leadership pipeline.

Leadership sustainability is at the core of the success of CBCIS-CD. The Principal is in her third year at the school and has effectively, with careful planning, moved the School forward. The Team had an opportunity to read the teacher surveys and it was evident that staff feel supported in their practice.

**Commendation:**

The Team commends the School for strong leadership at the School leadership level and a proactive marketing approach for student recruitment.

## 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).

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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**Comment:**

The Team reviewed all documents outlined that were submitted in the business plan and confirm that the plan accurately represents the School.

The Owner/Operator meets all requirements set forth in the Certification Agreement.



**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 the relevant documents to operate the BC offshore program and noted a letter of approval/no opposition, dated May 24, 2018 from the host school, Shi Shi School and the Chengdu Bureau of Education.

The letter contained all of the required elements as outlined in the inspection catalogue and the Certification Agreement.

All of the letters and government-approved documents have been translated as per Ministry guidelines.

**2.04-2.05 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The Team looked closely at the certified translations of building, safety and cafeteria compliance documents which were viewed on the Ministry SharePoint site.

The School submitted a virtual tour video which was reviewed by the Team. This video gave a broad view of the physical space for housing the BC program.

The Team had a detailed discussion with the Principal regarding the pandemic protocols set up at the school over the past many months. The Team appreciated the organized and efficient plan for teachers and students during this time.

The Team reviewed all of the School's emergency plans with an additional comprehensive Pandemic Preparedness and Response Plan which was prepared by the host school, which in turn follows the regulations established by the local Education Bureau and Health Authority.

The Team confirms that the ongoing emergency planning document and the additional Pandemic Plan deal with "any event that would cause an unplanned temporary or permanent closure of the school."

The plans have been vetted by the Offshore School Representative for accuracy and functionality.



Commendation:

The School is commended for preparing a comprehensive pandemic preparedness response plan.

**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 School is well supported by an experienced educational leader who has served as an OSR within the BC offshore school program since 2014. He has been approved by the province and meets all the requirements as set out in section 14 of the Agreement.

The Team appreciated the virtual participation and preparedness of the OSR throughout the inspection. His specific and committed support will be helpful in enabling the School to address the proactive recruitment necessary to move the school forward. A continued and close professional relationship with the experienced Principal has been integral to the School's success.

The Team also appreciated the opportunity to meet virtually with the BC superintendent regarding the academic profile of the school and support for teachers.

The Team reviewed the OSR's job description and confirms the OSR is aware of his obligation to report critical information relating to the changes in the operation of the School or ownership structure that could significantly impact the School's operations.

Commendations:

The OSR and BC superintendent are commended for the level of service they provide to the Owner/Operator and to the six schools operated by Beijing Kezhi Times Consulting Co. Ltd.

The specific and committed support of the OSR will be helpful in enabling the school to address the proactive recruitment necessary to move the school forward.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal is in her third year of leadership at CBCIS-CD. She is an experienced educational leader with a range of previous experience in BC offshore schools. She began her offshore career in Thailand and then prior to being the Principal of CBCIS-CD, the Principal worked at another CBCIS school in China for four years as a teacher and then as a vice principal.

The Principal's job description is comprehensive, outlining all elements required in the Agreement. She is ably supported by the Chinese vice principal, the Chinese International Department director and the program manager. The Team had the opportunity to speak with the support team during the virtual inspection.

The Team also viewed the teacher surveys and noted the CBCIS-CD strong faculty support for the Principal.

The Principal is commended for the leadership and stability she is providing the School and the collaborative staff team she has built while fostering both a professional learning community and strong sense of congeniality among the staff.

**Commendation:**

The Principal is commended for the leadership and stability she is providing the School and the collaborative staff team she has built while fostering both a professional learning community and strong sense of congeniality amongst the 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 team of support staff who assist with the delivery of the BC program. They also manage student files, Ministry forms and university applications. There is also a director who works with the BC program to liaise with the Chinese staff and a separate vice-principal who oversees the Chinese staff. The support team also deals with human resources, technology, student records and visas, marketing, teacher visas, communications, housing and student management.



The School is focused now on recruitment strategies and has specific support for this by the host school.

A BC superintendent is another support for the BC program in areas of curriculum and operations. The Team met with him during the virtual inspection process.

Commendation:

The School is commended for the full complement of support staff they have in place to assist with the delivery of the BC program.

### **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 structure of the virtual inspection made it difficult for the Team to do a thorough inspection of files. However, through our conversation with support team members on the different aspects of the student files, it was clear that they were in good order and have all of the necessary components as outlined in section 2.09 of the inspection catalogue.

### **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:

Upon inspection, all teachers at the School hold a valid non-expiring Certificate of Qualification (COQ), with the exception of one teacher whose application is in process with the Teacher Certification Branch (TCB).

- The teacher is working legally on a Letter of Exemption which is in effect until February 2021.

The Principal confirmed that they are supporting this teacher in the process of obtaining a COQ by the date above.

The Team reviewed the files and noted that all local support staff (homeroom teachers) have evidence of local criminal records checks on file and all teacher are employed under proper Chinese work permits.



Teacher files are in order and well maintained and include evidence that teacher evaluations are occurring as per school policy.

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

**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:

After a review of teacher plans and virtual interviews with teaching staff and the Principal, the Team can verify the School has fully embraced the BC curriculum. The Principal has been the impetus for this successful implementation and the teachers express a desire to continue to explore new ways to enhance student learning within the Know-Do-Understand framework. Low staff turnover, a collegial work environment and a strong school leader were identified as positive contributors for this transition.

The School's instructional team continues to pursue growth in incorporating First Peoples Principles of Learning and more meaningful assessment of the core competencies into their instruction and learning activities. This is a shared staff goal for this school year.

Commendations:

The staff are commended for their efforts to fully incorporate the new BC curriculum.

The Team acknowledges the pivotal role the Principal has played in the successful transition to the Know-Do-Understand curriculum framework.

**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:

Students entering CBCIS-CD must first complete an English language proficiency assessment to determine if they have a proficiency level to enable them to achieve success in the BC program. The Principal oversees this assessment and makes the decisions on student admissions to the School.



The School provides ample opportunities for students to receive support for their English language acquisition. Additional supports are provided by both the BC and Chinese staff outside of regular instruction - during lunch breaks and extracurricular activities.

The School relies on an informal assessment of their student's English language proficiency, through regular check-ins with the teaching staff. In discussion with the principal, the Team discussed the value of using a consistent language proficiency assessment instrument, to be administered at regular intervals, to acquire useful data to inform future instruction.

**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 provides four exempted courses, taught by locally certified teachers (Mandarin 10, 11,12 and PHE 10).

An ESL-Canadian Studies 10 is the lone, ministry-approved BAA course offering. All grade 10 students are enrolled in this course and the teacher utilizes resources that introduce students to Canadian and First Peoples culture and learning principles.

The Team confirms that the School has policies in place for course equivalency and challenge that are readily available online for review.

**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 confirms that course planning documents meet the requirements established by the Ministry. The reviewed course overviews and short-term plans follow a prescribed format created by the School to align with the established BC curriculum framework. Teachers spoke to a focus on incorporating more opportunities for student choice in their delivery of the curriculum and a greater use of student self-reflection to assess the core competencies.

While course plans identify First Peoples Principles of Learning, the staff team sees this as an area for professional growth. The Team suggests that the School continues to provide



scheduled time during staff meetings, and designated professional development, for teacher sharing of successful implementation of these key learning principles.

**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:**

A review of the School's calendar and timetable confirmed that the School provides instructional hours beyond the minimum requirements of the ministry. The teaching staff also indicated that further, less formal instruction regularly occurs outside of the established school schedule.

**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 summative and formative assessment tasks. Teacher interviews confirmed the principal serves as the primary instructional leader at the School, providing regular professional development to support consistent and accurate assessment practices. The School has assigned a portion of a student's grade based on work habits and is taking steps this year to remove this from the student's grade calculation.

Student achievement is recorded using the Schoology platform and is monitored regularly by the teaching staff and principal. A collaborative process is in place to review student achievement and identify students that may require learning interventions.

A review of the School's security and invigilation procedures for provincial assessments indicate they comply with Ministry requirements.

**Commendation:**

The Team commends the principal and teachers' efforts to support accurate and consistent assessment practices at the School.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School provides a small collection of learner-appropriate reading material and students and staff have access to a greater variety of English print reading resources through the host school's library.

The CBCIS-CD system has a process for securing and approving resource purchases. Teaching staff are asked to provide resource acquisition requests at the school level and all purchases are approved by the school system's superintendent.

The School provides a total of 74 computers between the computer lab and their Learning Center. The currency of these computers is problematic, and the School is pursuing greater access to Wi-Fi. Teacher interviews confirmed that improved Wi-Fi access would be welcomed by the students and staff and would allow for more effective use of personal laptops to support learning.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School provides four formal reports during the school year, at the midpoint and end of each semester. Last year the School provided an opportunity for face to face parent teacher conferences at each reporting period. This year the School will determine if this will be a safe process depending on the local status and public health response to the pandemic.

Parents and students have real time, online access to student grades through the Schoology education management system. Student achievement is regularly monitored by teachers and administration and students experiencing learning or behavioural challenges will have their parents notified and consulted on planned supports. The Chinese staff play a critical role in facilitating communication between the School and their families.



**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 parent/student handbook is updated yearly and provides details on the BC graduation requirements, student conduct expectations, student discipline policies and a student/parent appeal and complaint resolution policy.

The Team confirms the parent/student handbook meets the requirements for BC offshore schools.

**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 confirms the CBCIS-CD teacher handbook is comprehensive and includes school policies and teacher professional and personal expectations. The teacher handbook is updated yearly and meets the Ministry 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 accesses Calculus 12 and Biology – Anatomy and Physiology 12 online courses provided by Global Education. The School supplies an onsite, BC-certified teacher to provide student support for these online courses. Grade 12 CBCIS-CD students may take additional online courses, but their onsite class commitments often make this a challenge.

The Principal is aware that student's completing online courses this school year must receive credit through the School's equivalency policy.



## CONCLUSION

### Commendations

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

- strong leadership at the School leadership level and a proactive marketing approach for student recruitment.
- the preparation of a comprehensive pandemic preparedness response plan.
- the level of service the OSR and BC superintendent provide to the Owner/Operator and to the six schools operated by Beijing Kezhi Times Consulting Co. Ltd.
- the specific and committed support of the OSR will be helpful in enabling the School to address the proactive recruitment necessary to move the School forward.
- the Principal's leadership and stability she is providing to the School and the collaborative staff team she has built while fostering both a professional learning community and strong sense of congeniality among the staff.
- the full complement of support staff they have in place to assist with the delivery of the BC program.
- the efforts of the staff to fully incorporate the new BC curriculum.
- the pivotal role the Principal has played in the successful transition to the Know-Do-Understand curriculum framework.
- the Principal and teachers' efforts to support accurate and consistent assessment practices at the School.

### SUMMATIVE RECOMMENDATION

**The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at Canada British Columbia International Schools - Chengdu continues to be recognized as a British Columbia-certified school.**

